DOCUMENT RESUME

ED 300 743 CG 021 239

AUTHOR	Mosser, John W., Ed.
TITLE	The Handbook for the Career Development Cooperative Education and Internship Program.
INSTITUTION	Kalamazoo Coll., MI. Career Development Center.
PUB DATE	Aug 87
NOTE	94p.
PUB TYPE	Guides - General (050)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Career Development; *College Students; Cooperative Education; Higher Education; *Internship Programs; Job Applicants; *Job Search Methods; Letters (Correspondence); On the Job Training; *Resumes (Personal); Student Experience
IDENTIFIERS	Kalamazoo College MI

ABSTRACT

Strategies for finding a job internship, especially those particular to Kalamazoo College, are described in this handbook. After an introduction discussing the benefits of a liberal arts education, the benefits to employers and students of cooperative education and internships are discussed. Details of Kalamazoo College's internship program are described. Strategies for assessing one's accomplishments, skills, strengths, values, and interests are included to assist students in assessing work and experience goals. Job search strategies and how to build an information network are discussed. Application and acceptance guidelines for internship positions are discussed. Resumes and cover letters are described in detail, including key words to be used, preparation and duplication tips, and tips for creating effective cover letters and other job search correspondence. Sample resumes and letters are included. Telephone and in-person interviewing techniques are described. Advice on finding housing while on the job is given. Advice for interns newly on the job is provided in the areas of dress, promptness, rules, attitude, attendance, respecting the time of others, dependability, resentment, communications, discrimination and sexual harassment, and leaving a bad situation. Tips are given on dealing with work assignments, evaluating one's own progress, and getting to know the area. The usefulness of finding a mentor on the job is discussed. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300743

The Career Development Cooperative Education and Internship Program

THE HANDBOOK

CG 021239

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John W. Musser

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Publication of the
Career Development Center
at Kalamazoo College

THE HANDBOOK

FOR

THE CAREER DEVELOPMENT COOPERATIVE EDUCATION AND INTERNSHIP PROGRAM

A Publication of
The Career Development Center
at *Kalamazoo College*

THE HANDBOOK
FOR THE CAREER DEVELOPMENT COOPERATIVE EDUCATION AND INTERNSHIP PROGRAM

Published by
The *Career Development Center*
Kalamazoo College

Editor:
John W. Mosser
Director
Cooperative Education and Internships
Career Development Center

Editorial Assistant:
L. Cathryn Williams
Secretary
Career Development Center

August 1987

All rights reserved, no part of this publication may be reprinted, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without permission in writing from the editor.

TABLE OF CONTENTS

Services of the Career Development Center. i

Fall 1988 Workshop Schedule ii

Internship Interest Group Series iv

The Liberal Arts and Career Development. . . . . 1.

Cooperative Education and Internships . . . . . 3.
- A. Benefits to Students . . . . . 3.
- B. Benefits to Employers . . . . . 3.
- C. Differences Between Internships and Co-op . . . . . 4.

Program Registration Information . . . . . 6.
- A. Program Requirements . . . . . 9.
- B. Policy on Academic Credit . . . . . 10.
- C. Financial Assistance for Cooperative Education and Internships . . . . . 10.

Self-Assessment . . . . . 12.
- A. Accomplishments and Skills . . . . . 12.
- B. Checklist of Strengths . . . . . 14.
- C. Values . . . . . 16.
- D. Interests . . . . . 19.

Developing a Job Search Strategy . . . . . 21.
- A. Time Management . . . . . 22.
- B. Sources of Internship and Co-op Positions . . . . . 23.

Building an Information Network . . . . . 25.

Applying for Co-op and Internship Positions. . . . . 29.
- A. Accepting a Position. . . . . 30.
- B. Where Interns Worked in 1986-87. . . . . 33.

Resume Planning and Writing . . . . . 38.
- A. Key Words for Resumes and Cover Letters . . . . . 42.
- B. Sample Resumes . . . . . 44.
- C. Sample Reference Sheet . . . . . 48.

Resume Preparation and Duplication Tips . . . . . 49.

Cover Letters and Other Job Search Correspondence . . . . . 51.
- A. Tips for Creating Effective Cover Letters . . . . . 52.
- B. Other Job Search Correspondence . . . . . 54.
- C. Sample Letters . . . . . 55.

Table of Contents Continued

Interviewing Techniques ..... 62.
A. Telephone Interviews ..... 62.
B. In-Person Interviews ..... 64.

Finding Housing While on the Job ..... 70.

On the Job: Tips for Making the Most of Your Career Development Experience .. 75.

Mentoring ..... 80.

Transcript Notations ..... 81.

Career Development Center
Trowbridge Hall, Kalamazoo College, Kalamazoo, Michigan 49007 (616) 383-8432

SERVICES
OF THE Career Development Center

The Career Development Center at Kalamazoo College has a tremendous array of services and resources available to students and alumni of the College. These include:

1. Coordination of the Career Development Cooperative Education and Internship Program

2. Individual and group career counseling

3. Current listings of co-op and internship employment, as well as full-time, part-time and summer job listings

4. Campus interviewing with employers and graduate schools

5. Workshops on:

    - •Registration for the Co-op and Internship Program
    - •Resume planning and writing
    - •Career exploration
    - •Interviewing techniques
    - •Telephone interviewing
    - •Job search strategies
    - •Effective job search correspondence

6. Resume critique service: assistance with resume organization, phrasing, layout, and design

7. Credential service for education and non-education majors

8. A career exploration and job search resource collection

9. Employer and graduate school information

10. Administration and interpretation of career interest inventories

11. Current and historical information on co-op and internship employers

12. Publication of the Career Development Center newsletters, The *"K" NETWORK* and *CAREER DEVELOPMENTS.*

13. Housing and geographic information files

14. Publication of the annual graduate follow-up study

Monday through Friday
8:00 a.m. to 5:00 p.m.

Conveniently located on the ground level
of Trowbridge Hall on the Quad

Kalamazoo College

CAREER DEVELOPMENT CO-OP AND INTERNSHIP PROGRAM

FALL 1988 WORKSHOP SCHEDULE

Business Week Career's Magazine will present a **Career Search Workshop**:
This is an ideal program for students planning a co-op work experience or the senior thinking about employment after graduation.

•Thursday	October 1	12:00 Noon	President's Dining Room

Registration Meetings:
All students planning to participate in the internship and co-op program during 1987-88 are required to attend one of these two sessions. Two meeting times have been planned in order to accommodate possible schedule conflicts.

Winter and Spring Co-op and Interns

•Tuesday	October 13	12:00 Noon	President's Dining Room
•Wednesday	October 14	7:00 P.M.	Olmsted Room

Summer Co-op and Interns

•Tuesday	October 20	7:00 P.M.	Olmsted Room
•Wednesday	October 21	12:00 Noon	President's Dining Room

Resume Writing Workshops:
This workshop will address the fundamentals of developing a resume. Information will include methods of organizing a resume, what information to include, along with tips on phrasing, layout and design.

•Thursday	October 29	4:00 P.M.	Olmsted Room
•Friday	November 13	12:00 Noon	President's Dining Room

Career Exploration Workshop:
This is an ideal program for the student that is unsure about career interests. Advance sign-up is required for this program.

•Tuesday	November 10	3:30 - 5:00 P.M.	President's Dining Room

Graduate School Application Workshop:

This workshop will cover the fundamentals of applying for graduate and professional school. Topics covered include: admission test preparation, meeting application deadlines, and application essays.

•Thursday	October 29	7:00 P.M.	Career Development Center

Interviewing Techniques Workshop:

This workshop is intended to cover the basic elements of campus interviews, telephone interviews and employer work site interviews. This session will focus on how to prepare and what to expect from these common interview situations.

•Tuesday	November 24	4:00 P.M.	Olmsted Room

Final Career Development Meeting for Winter Co-op and Interns:

This is a required meeting where learning contracts and other required paperwork will be given out. This is the ideal time to confirm last minute details regarding the program and your individual experience.

•Wednesday	November 18	7:00 P.M.	Olmsted Room

Cover Letter Writing and other Job Search Correspondence:

Unsure about what to say in a cover letter to prospective employers that will inspire confidence, arouse interest, and motivate a positive reply? Effective cover letters are an essential element to any good job search campaign. If you are interested in learning the finer points of developing effective cover letters and other job search correspondence, this is the workshop you've been waiting for.

•Friday	November 6	12:00 Noon	President's Dining Room

Career Development Financial Aid Application Deadline

•Friday	November 13	5:00 P.M.

College Work Study Payroll Procedures Workshop

•Tuesday	December 1	4:00 P.M.	Career Development Center

INTERNSHIP INTEREST GROUP SERIES

The following programs have been designed to provide students with information on co-op and internship work experiences in specific career areas. This focused approach will allow students to explore in greater depth the variety of work situations available within several specific career fields. Students are encouraged to pick and choose among topics of interest in this series of workshops. Information on specific internship opportunities, along with presentations from students who have worked in these career fields and faculty input are all combined to assist students in identifying, narrowing, and selecting internship experiences.

Interest Group Series: Health Science & Medical Research
Wednesday, October 21, 7:00 P.M., Olmsted Room

Interest Group Series: Government, Law & Politics
Wednesday, October 28, 7:00 P.M., Olmsted Room

Interest Group Series: Arts, Social Services, Education, and Non-Profit
Wednesday, November 4, 7:00 P.M., Olmsted Room

Interest Group Series: Business, Computer Science
Wednesday, November 11, 7:00 P.M., Olmsted Room

THE LIBERAL ARTS AND CAREER DEVELOPMENT

A career is much more than a job or an activity performed daily between the hours of 9:00 a.m. and 5:00 p.m. A career is a total life-style that includes all of life's roles -- not merely that of work. Career Development, then, is a life-long and continuous process, and not simply a specific event that occurs at a particular point in one's life. A high-quality liberal arts education, like that offered by Kalamazoo College, has clearly been shown to provide a solid foundation for life-long career development.

Benefits most often cited of a liberal arts education include developing the ability to:

1. Think
2. Analyze situations and problems
3. Synthesize information
4. Express ideas in an articulate fashion - both orally and in writing
5. Examine values, attitudes, and ethics
6. Learn "how to learn."

Why are these skills important? Mr. Harry Gray, Chairman and Chief Executive Officer of The United Technologies Corporation, recently summarized the benefits of an education that would keep pace with changing technological times.

> "The ability of today's students to capitalize on career opportunities will depend on how well they are able to prepare for change. Success will require **flexibility** - the capacity to size up new situations, determine what skills are required, and adapt accordingly.
>
> This requires an education that's as broad as possible. Work to develop skills with broad applications - **learning skills, communication skills, technological skills.** Cultivating them will enable you to capitalize on new, unforeseen opportunities.
>
> An education that nurtures the ability to master a subject through study, research, and practice will continue to be relevant in a fast changing, technologically oriented economy." (April 1985, Business Week's Guide to Careers.)

This highlights one successful executive's view of the ideal education. This is the education Kalamazoo College strives to offer. The "K" Plan was designed to provide opportunities for study, research, and practice which enable students to develop communication skills, learning skills, and technological skills.

The "practice" or work experience component of the "K" Plan is what the Career Development Cooperative Education and Internship Program and this guide are all about. Our cooperative

education and internship program has been described as a program that is "experiential in nature, developmental in emphasis, and lifelong in scope." Unlike required components of the College's curriculum, the career development program is an experience that is selected and designed by each participating student. The advantage of this experience is that it can be individually tailored to meet your personal, educational, and career goals. Students have complete freedom in selecting a work experience that is exciting, fun, financially rewarding, or related to future career goals.

The staff of the Career Development Center encourages you to take advantage of this outstanding learning opportunity. We are here to provide assistance, support services, and to be facilitators for your career development experience. This guide has been prepared to provide you with basic information on the College's Cooperative Education and Internship Program. You are invited and encouraged to stop by the Career Development Center to talk with CDC counselors about your career plans.

COOPERATIVE EDUCATION AND INTERNSHIPS AT KALAMAZOO COLLEGE

Program History - The 1987-88 academic year formally marks the beginning of the 25th year of operation for Kalamazoo College's Cooperative Education and Internship Program. With 25 years experience in the field of work-learning programs, the "K" College program is one of the oldest and most successful cooperative education and internship programs at any liberal arts college in the nation today.

The Cooperative Education and Internship Program is centrally coordinated by the Career Development Center and serves students from all academic departments of the College. The College curriculum, known as the "K" Plan, is designed so that every student has the opportunity to work as many as three ten-to twelve-week periods without delaying graduation.

Benefits of Co-op for Students - Students benefit from participation in the program by being able to:

- Explore career fields
- Gain information to help select an academic major
- Learn and develop job search skills
- Gain valuable related work experience which may provide a competitive edge in the job market after graduation.
- Apply concepts learned in the classroom to "real world" work situations
- Confirm career choices
- Experience living away from home and school
- Earn money for foreign study or other educational expenses
- Receive a transcript notation which may allow them to make a stronger application for graduate or professional school.

Benefits of Co-op for Employers - participating employers benefit from:

- The assistance of enthusiastic emerging professionals who are motivated, productive, and dependable employees.
- The problem solving skills "K" College interns bring to the work places, making it possible for organizations to undertake projects that they would not normally have the staffing to accomplish

- A way to fill temporary staff vacancies created by maternity or vacation leave
- A way to find temporary staffing during peak work periods
- A way to lower entry-level recruitment costs through early identification of candidates for employment after graduation
- The personal satisfaction of participating in a program which supports and contributes to the quality of private undergraduate education

Cooperative Education Vs. Internships - What is the difference between a cooperative education (co-op) work assignment and an internship work assignment? In essence, co-op and internships are two words which describe the same educational program. In both programs the College, students, and employers work cooperatively to develop meaningful work-learning situations. There are technically a few differences between these two types of work-learning programs.

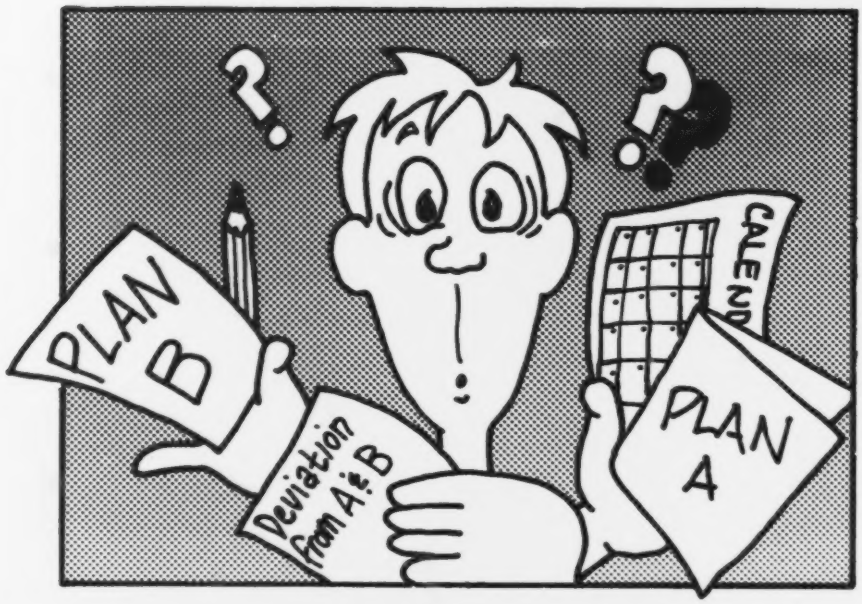
	Co-op		Internships
1.	Academically or career related	1.	Academically or career related
2.	Supervised and evaluated experience	2.	Supervised and evaluated experience
3.	Formal agreement between student, the College and the **Employer**	3.	Formal agreement between student, the College and the **Supervisor**
4.	Employed and compensated	4.	May be compensated employee or volunteer
5.	Designed to offer repeat employment	5.	May offer repeat employment or may be one-time experience
6.	Work full-time	6.	May work full-time or observe part-time

The primary differences between cooperative education and internship experiences are: 1. whether the work experience is paid, and 2. whether it is a one-time experience or whether it offers repeat employment. In either learning experience the student receives an academically or career related work assignment which is supervised and evaluated. The program registration procedure is the same for either experience. See registration procedures in the next section for further registration information.

Why have a co-op and an internship program? Over the years the staff of the Career Development Center have found that many employers only hire "co-op students" or only hire "interns." By offering both experiences a larger pool of employment opportunities can be

developed. Additionally, in career fields such as Psychology, Education, and Medicine paid work experiences for students at the undergraduate level are limited. For this reason, most work experiences in these career fields are "internships." By offering both internship and cooperative education experiences, we believe students at Kalamazoo College have access to the greatest number of high quality work-learning situations. So, whichever experience you select, you are in store for a special learning opportunity that will assist you in helping to shape and develop your career identity and career goals.

PROGRAM REGISTRATION INFORMATION



Any admitted student of Kalamazoo College is eligible to register for the Cooperative Education and Internship Program. Because Kalamazoo College operates on a year-round schedule, students can register for the cooperative education and internship program during any of the four quarters of the year. Traditionally, the largest enrollment in the program is during the Spring quarter each year. Students planning to participate in the program during any other quarter are advised to see a CDC counselor two quarters ahead of time for registration information and to begin program preparation.

THE COLLEGE CALENDAR FOR 1987-88

Fall Quarter - September 28th through December 10th 1987
Winter Quarter - January 4th through March 17th 1988
Spring Quarter - March 28th through June 19th 1988
Summer Quarter - June 20th through August 31st 1988

HOW TO REGISTER FOR THE CAREER DEVELOPMENT PROGRAM

Registration for the career development program involves notification of two offices on campus: the Career Development Center and the College Registrar. Notification to the Registrar usually occurs when you select a curriculum plan in consultation with your faculty advisor during your

freshman year. During this advising process most students will have selected one of two primary curriculum plans. These plans are as follows:

Plan A

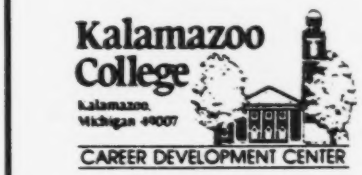
	Fall	Winter	Spring	Summer
Freshman	*On Campus*	*On Campus*	*On Campus*	*Career Development or Vacation*
Sophomore	*On Campus*	*On Campus*	*Career Development*	*On Campus*
Junior	*Foreign Study*	*Foreign Study*	*On Campus*	*On Campus*
Senior	*SIP*	*On Campus*	*On Campus*	

Plan B

	Fall	Winter	Spring	Summer
Freshman	*On Campus*	*On Campus*	*On Campus*	*Career Development or Vacation*
Sophomore	*On Campus*	*On Campus*	*Foreign Study*	*On Campus*
Junior	*Career Development*	*Career Development*	*On Campus*	*On Campus*
Senior	*On Campus*	*SIP*	*On Campus*	

Depending on the curriculum plan selected, students will normally participate in the co-op and internship program either during their freshman Summer, sophomore Spring or the Fall and Winter of the junior year.

In addition to notifying the College registrar of your intent to participate in the Career Development Program, you will need to formally register for the program with a staff member of the Career Development Center. This step involves completion of a program registration card and the completion of a transcript release form. These two forms must be completed before any other steps can be completed. Registration workshops have been planned for this Fall to accommodate the large number of students planning to enroll for the Spring and Summer quarters. Once these two steps are completed, the initial registration process is complete.



KALAMAZOO COLLEGE
CAREER DEVELOPMENT CENTER
COOPERATIVE EDUCATION & INTERNSHIP PROGRAM
REGISTRATION CARD

Student Name _____

Student Number: _____ Campus Box # _____

Telephone Number: _____

Major(s) _____

Concentration: _____

Are you eligible for the College Work Study Program? _____Yes _____No

Hometown _____ Home State _____

List top three choices of position desired: (e.g. Biological Research, Marketing, etc.)

1
2
3

List top three choices of Geographic Location to work

1
2
3

Employment sought: _____ Co-op (Repeating Employment) _____ Internship (one time placement)

I agree to complete all the requirements to earn a transcript notation for my Co-op or Internship work experience

_____ Signature

_____ Date

1) White – Master File Copy
2) Yellow – Coordinator Copy
3) Pink – File Folder Copy

REGISTRATION INFORMATION FOR STUDENTS DEVIATING FROM PLANS A AND B

For students planning to deviate, registration for the career development program still requires notification of the Registrar's office and completion of registration forms with the Career Development Center. If you are considering deviating, you should discuss this with your faculty advisor and with Dr. Sally Olexia, the Dean of Advising, well ahead of time. All deviations from the "K" Plan must be approved by the Academic Standards Committee. Deviation request forms can be obtained from the Academic Advising Office in the Student Services area in Hicks Center. Deviation requests usually have to be submitted by the sixth week of the quarter before the deviation would first take effect.

Special Note - A deviation approved after a student's financial aid package for the year has been awarded may have a serious impact on one's aid package. If you are receiving or are planning on applying for college financial aid, be sure to investigate this thoroughly with a staff member of the Financial Aid Office before deviating.

REGISTRATION INFORMATION FOR TRANSFER STUDENTS

Transfer students are eligible to participate in the career development program during any quarter(s) they are scheduled to be off-campus. To register you must notify the Registrar's Office that you are planning to participate in the program and then complete program registration forms with the Career Development Center.

PROGRAM REQUIREMENTS

Once you are enrolled in the College's career development program, the following assignments must be successfully completed before the Registrar will enter your work experience notation on your official academic transcript.

1. **Registration**: The Career Development Cooperative Education & Internship Program is available to every enrolled student of Kalamazoo College. Students who choose to participate in this program are required to register for the program at least two quarters in advance of the planned work term. Counselors of the Career Development Center (CDC) typically offer open registration & orientation workshops for the program during the Fall and Winter quarters each year. Students who plan to register for the program during other times of the year need to make special arrangements with a CDC counselor. Once a student registers for this program, CDC staff expect active participation on the part of students in all phases of the program from seeking employment through attending debriefing sessions following a work experience

2. **Workshops**: Students are expected to attend CDC workshops that pertain to information on Cooperative education & internships.

3. **Counseling Appointments**: At least one scheduled appointment with a CDC Counselor is required to discuss each student's work quarter plans. For students planning to seek employment through the CDC several appointments are normally needed to develop and refine job application materials.

4. **Position Confirmation**: Once a student has confirmed their employment plans for their career development experience they will need to complete a position confirmation card and turn it in to the CDC.

5. **Learning Contract**: The learning contract has been designed as a tool for students and their supervisors to identify tangible goals for a career development work experience. The learning contract should be completed jointly by the students and their supervisors during the first week on the job.

6. **Journal**: A daily journal assignment is designed to encourage students to reflect and evaluate day to day experiences while on the job. Students are required to turn in 7 selected entries from their journal which are representative of their career development experience.

7. **Performance Appraisal**: During the eighth week of the work term, the staff of the CDC will mail a performance appraisal to all supervisors. Supervisors are asked to evaluate student performance on-the-job and return their evaluations to the Career Development Center.

8. **Final Evaluative Paper**: Students prepare a final evaluative paper to demonstrate that significant learning has taken place during their career development work experience. Upon successful completion of this paper, along with the seven journal entries, the director of the CDC will recommend to the registrar that a descriptive notation be recorded.

9. **Debriefing**: Early in the quarter following a work term students are scheduled into small group debriefing sessions in the Career Development Center at which time they share their on-the-job experiences with other students who have had similar jobs. At this meeting students select the transcript notation that best represents their individual work experience.

POLICY ON ACADEMIC CREDIT FOR THE CAREER DEVELOPMENT PROGRAM

No academic credit is granted for the College's Cooperative Education and Internship Program. However, as an academic program students who successfully complete program requirements can earn a transcript notation. Many students have found the transcript notation to be a plus in making a stronger application for admission to graduate and professional schools. The official transcript notation is the College's mechanism for acknowledging the significant learning that takes place in a supervised work environment.

No tuition or fees are collected by Kalamazoo College for participation in this program. Because the Cooperative Education and Internship Program does not function as a course, no tuition is collected. The College does not award academic credit that would work toward the fulfillment of graduation requirements.

FINANCIAL ASSISTANCE FOR COOPERATIVE EDUCATION AND INTERNSHIP EXPENSES

The Career Development Center offers three forms of financial assistance to students participating in the Career Development Cooperative Education and Internship Program. A brief description of these programs are as follows:

1. **Grants Program:** All students registered for the Cooperative Education and Internship Program are eligible to apply for a grant to assist them with expenses associated with a volunteer or a low pay work-learning experience. Because requests for assistance have traditionally far exceeded grant program resources, grant awards are usually modest. The intent of this grant program is to "assist" with work experience expenses rather than to cover all expenses.

2. **Savings Waiver Program**: For students selecting a volunteer work experience this program can waive the College's expectation of earnings during the quarter the student is working. Note: This program is only available to students eligible for the College Work Study Program.

3. **College Work Study Program Awards**: The Work Study Program is available to all students that are determined to be eligible by the College's Financial Aid Office. Under this program students can work for any non-profit organization that is not religiously affiliated or involved in lobbying activities. The College makes an award to pay for 80% of a student's wages for one quarter. The employing organization must make a matching contribution of 20%.

For more information or an application for any of the above mentioned financial assistance programs, stop by the Career Development Center.

NOTE: All three programs require completion of a CDC financial assistance application. Applications must be turned in by the Friday of seventh week of the quarter before you plan to work.

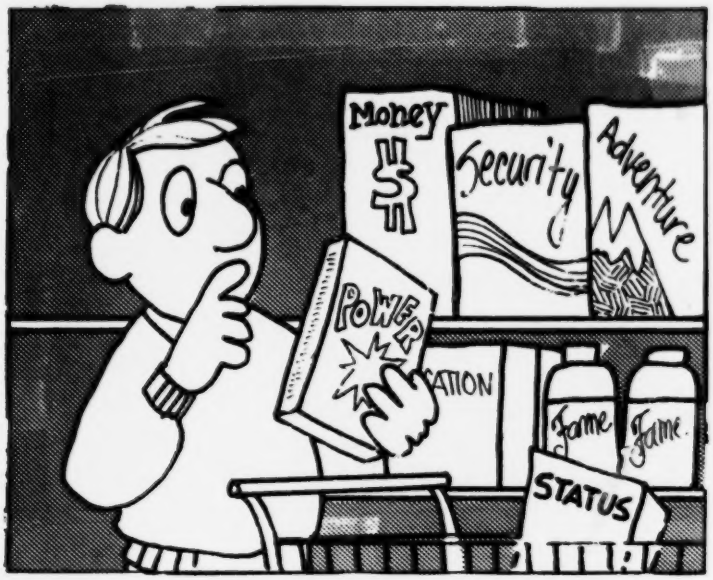
FINANCIAL ASSISTANCE FOR SENIOR INDIVIDUALIZED PROJECTS

The Career Development Center does not offer any form of financial assistance to seniors doing Senior Individualized Projects. The College does offer a grant program to students participating in this program. Interested students should see the Dean of Students, Dr. Marilyn La Plante, for an application and information on this program.

FINANCIAL ASSISTANCE FOR POLITICAL SCIENCE MAJORS

The Political Science Department at Kalamazoo College has a grant program for political science majors participating in the career development program. Interested students are advised to contact Dr. Don Flesche for further information.

SELF-ASSESSMENT



One of the most exciting and challenging aspects of the career development program is deciding what you want to get out of the experience. The Career Development Cooperative Education and Internship Program has been designed to provide each student with the flexibility to individually tailor work-learning experiences to meet their individual needs.

The following sections on *accomplishments* and *skills*, *strengths*, *values*, and *interests* are included to help you assess your own work experience goals.

ACCOMPLISHMENTS AND SKILLS

An accomplishment is something a person has achieved that he or she looks on with pride or satisfaction. Employers consider past success as a reliable indicator of how well a person will do in a future job. Listing your accomplishments will help you to identify skills that can be included in your resume and cover letter, and are essential to presenting yourself favorably in a job interview.

SAMPLE ACCOMPLISHMENTS AND SKILLS

WORK RELATED	NON-WORK RELATED
Good attendance	Learning to play a musical instrument
Being on time (punctuality)	Playing on a college sports team
Being promoted	Writing a computer program
Finding and solving a problem	Solving a difficult problem
Increasing productivity	Organizing a committee
Finishing a complex problem on time	Budgeting your money
Learning new skills, procedures	Leading a youth group
Suggesting new ideas that are used	Learning to sail a boat
Volunteering for extra duties	

WORK RELATED	NON-WORK RELATED
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

To be a good job hunter, you must be able to tell employers in detail what you can do.

CHECKLIST OF STRENGTHS

You will improve your chances for success in your job search by looking at your strengths and weaknesses. Read over the list of strengths below and check whether you are this way *rarely, sometimes* or *often*. Refer back to this list in writing your resume and cover letter and in planning for job interviews.

	RARELY	SOMETIMES	OFTEN
Able to work alone. Do you plan your own work? Can you work by yourself?	_____	_____	_____
Ambitious. Do you take on extra assignments that will help you get ahead? Do you plan your career advancement?	_____	_____	_____
Articulate. Can you express ideas easily-orally? In writing? Are your instructions readily understood?	_____	_____	_____
Cheerful. Are you generally good natured? Do you greet your fellow workers pleasantly?	_____	_____	_____
Competent. Are you able to meet deadlines? Is your work generally accepted "as is"?	_____	_____	_____
Conscientious. Do you do an honest day's work for a day's pay? Can you name some unpleasant task that you have done because it had to be done and no one else would do it?	_____	_____	_____
Cooperative. Do you always do your part in a team assignment? Do you often volunteer to help?	_____	_____	_____
Decisive. Are you able to make clear-cut decisions under pressure? Have you ever had to take a firm stand and accept responsibility?	_____	_____	_____
Dependable. How is your attendance record? Can your supervisor count on you when the work load is heavy? Do you follow through without being checked on by your supervisors or instructors?	_____	_____	_____
Diplomatic. Can you cope with difficult situations involving other people? Have you restored harmony where there was friction? Settled a difficult personnel problem?	_____	_____	_____
Discreet. Are you able to keep a secret? Do you guard confidential material carefully? Do you respect other people's right to privacy?	_____	_____	_____

Efficient. Do you plan your time well? Do you consciously try to improve your work habits? _____ _____ _____

Enthusiastic. Are you interested in your work or studies? Do you inspire others with your own interest? Have you ever done extra work because of your interest? _____ _____ _____

Honest. Do you usually tell the truth? Have you ever served as treasurer of an organization? Do you pass along the praise when credit belongs elsewhere? Accept blame for your own mistakes? _____ _____ _____

Imaginative. Do you often or occasionally come up with new ideas? Have you contributed an idea which proved both workable and profitable? _____ _____ _____

Industrious. Can you be your own self-starter? Do you work steadily on a task until it is done? Do you resist interruptions whenever possible? _____ _____ _____

Leadership Ability. Do people follow your suggestions? Have you held positions of responsibility at work? In school? In clubs or community activities? _____ _____ _____

Loyal. Can you set aside petty grievances to get a job done? Have you ever been in a situation where you stayed with a project or organization because of a sense of responsibility despite disagreements? _____ _____ _____

Observant. Do you remember names easily? Places? So you recall facts and figures accurately? Find your way in a new locale? _____ _____ _____

Orderly. Do you keep things where they belong? Have a knack for arranging things in a logical way. Enjoy detail work? _____ _____ _____

Patient. Can you keep your temper? Are you able to train other workers calmly even when you have to explain some procedures over and over again? _____ _____ _____

Persistent. Can you stick to a task even when your enthusiasm and patience are thin? Have you ever accomplished something very difficult? _____ _____ _____

Persuasive. Are you successful in bringing others to your point of view, in selling things and ideas? _____ _____ _____

Resourceful. Do you see what needs to be done and do it without being told? Have you ever worked your way out of a difficult situation? _____ _____ _____

Sympathetic. Do you try to understand the problems of others? Do people confide in you? Do you help them? _____ _____ _____

Thrifty. Do you try to avoid waste in supplies and equipment? Do you know what to save and what to discard? _____ _____ _____

Tolerant. Do you associate with people of different social backgrounds? Have you ever worked for the improvement of conditions for people of a different race or religious background? _____ _____ _____

Look back over your list. Decide which weaknesses you can strengthen and plan a way to begin doing so. Write your plan below.

_____

_____

_____

_____

VALUES

WHAT'S IMPORTANT TO YOU IN A JOB?

Identifying values can sometimes offer clues to what kind of work may be satisfying to you. Very few jobs provide a place for us to meet all of our values, but many jobs can include our most important values. It is therefore helpful to decide which of our values are most important and which we can achieve on the job.

Following are ten values each of which stands for a commonly held work value. Immediately following each are some statements which could be made by a person who holds that value. Read the definitions and the statements, then categorize these values into three groups: Most important, of medium importance, least important.

You should select three values in the "most important" group, four in the "medium importance" group, and three in the "least important" group.

Record your choices on the lines provided below:

	MOST IMPORTANT	MEDIUM IMPORTANCE	LEAST IMPORTANT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.		_____	

Does the job you are thinking of meet your "most important" values? If not, you may want to rethink your plan or look for other ways to meet these values.

Recognition: It is very important that others respect me and the place where I work.

- I want to have my work recognized and valued by others;
- I want to work for an organization whose name people recognize;
- I want a job that is glamorous in the eyes of others.

Leadership: It is important for me to use my leadership abilities. I want responsibility for planning, organizing, and supervising others in doing a job.

- I like to use my leadership abilities;
- I enjoy planning and organizing a program or activity;
- I enjoy having others come to me for advice and ideas.

Money: It is important to me to have as high an income as possible. Being able to buy comforts and other material things is important to me.

- I must base my job decisions on the amount of salary and benefits offered.;
- I cannot afford to take a job at a low salary to get a start in work I really want;
- Getting money and material things is very important to me.

Creativity: It is important for me to try out original ideas rather than to use established procedures. I get bored and tired if I have to do the same old thing all of the time.

- I like to come up with a new way to handle an old problem with a more effective approach;

•I like to tackle problems that others would prefer to avoid;

•I like to try out original solutions rather than to rely unconventional procedures.

Teamwork: It is important for me to be a part of a working team instead of being alone on a job. I work best when I am with other people who share my interests.

•I want more opportunity to be with people who share my interests;

•I feel best when I am with other people;

•Isolation is depressing.

Achievement: It is important for me to apply myself to a challenging task and do it very well. I want to learn and grow in my work and move on to better opportunities.

•I enjoy seeing the results of my efforts;

•I am most satisfied when I have a chance to learn from what I do;

•I am unhappy if I feel that I am wasting my time.

Helping: It is important for me to believe my work is helping to make the world a better place. I would be happy working to help people in need.

•I would be happy to work in a service organization;

•I would like to do a useful job anywhere that I am needed;

•Doing work that gives me a chance to help many people in need is important to me.

Independence: It is important for me to do things on my own without taking a lot of orders and directions from others.

•I need to feel that I can depend on myself for a decent wage;

•I want to have some part of my life independent from others;

•I like to do things on my own.

Challenge: It is important for me to do the hard jobs. I like to tackle the difficult problems that others cannot do.

•Easy work bores me;

•If there is a difficult problem, I have an urge to tackle it;

•Without challenge, I feel unchallenged and unfulfilled.

Variety: It is important for me to have new things to do and to move around on the job. I need a variety of activities and people in the place where I work.

•I enjoy a variety of activities in a work setting;

•I get bored seeing the same people and doing the same things all of the time;

•I am always looking for new things to do and new ways of doing familiar things.

INTERESTS = JOB SATISFACTION

The word "Interest" comes from words meaning "to make a difference." Our "interests" are those activities which make a difference in the pleasure we get in work and play - what we enjoy doing. Interests may be hobbies like stamp collecting, or playing the guitar. They may be activities like gardening or fixing your car. They may be related to your values like helping sick people or solving problems. Whatever your interests are, you will be happier in your work if some of your interests are involved. Many of your interests, of course, will have to be enjoyed during non-work time.

There are many good ways to look at your interests and figure out how they may relate to job choices. There are standardized interest inventories like the Strong Campbell Interest Inventory and the Self-Directed Search. You may want to speak to a CDC counselor about taking one of these inventories.

The following is another way to look at your interests. Below, list as many things as you can which you really like to do.

1. _____	8. _____	15. _____
2. _____	9. _____	16. _____
3. _____	10. _____	17. _____
4. _____	11. _____	18. _____
5. _____	12. _____	19. _____
6. _____	13. _____	20. _____
7. _____	14. _____	21. _____

Now look back over your list and see which, if any, of these things could be done on a job. To find out, you may need to look at books like the Occupational Outlook Handbook, use an interest inventory, or talk to a CDC counselor.

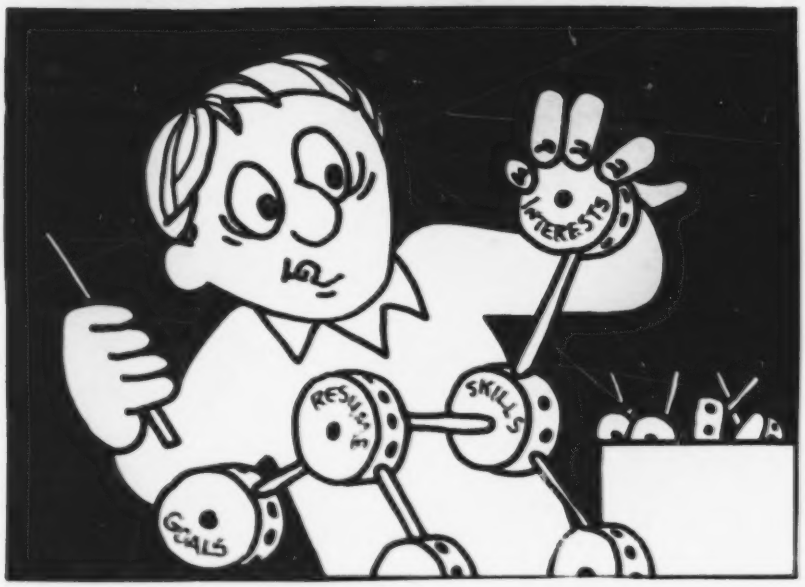
CONCLUDING THOUGHTS

By completing the exercises in this section you will have looked at:

- Your accomplishments and skills
- Your strengths
- Your values
- Your interests.

Now your challenge is to use this information to assist you in selecting a job goal for your work experience.

DEVELOPING A JOB SEARCH STRATEGY



In addition to developing new skills on the job, one aim of the career development program is to familiarize students with the job search process. The workshops and programs of the COC are designed to help students develop the skills necessary for success in the job market.

The following sections briefly describe the steps involved in learning about and applying for co-op and internship positions.

SUGGESTIONS ON JOB SEARCH STRATEGY

1. Think creatively about work experiences to expand the possibilities
2. Believe in yourself
3. Aim for your ideal job

TYPES OF POSITIONS AVAILABLE

There is no limit to the positions that are available. Annually students from "K" accept employment in career fields that include everything from A to Z, quite literally everything from "Arts" to "Zoos". See the "Alphabetical Listing of Employers" for 1987 1988 at the end of this chapter to begin brainstorming ideas on where you might like to work.

TIME MANAGEMENT: THE KEY TO AN EFFECTIVE JOB SEARCH

The five P's of the job search campaign to keep in mind are: "Prior Planning Prevents Poor Performance." The primary reason many students don't do as well in the job search as they originally hoped is due to poor time management. Students seeking work experiences during Spring or Summer 1988 are encouraged to begin their job search the first week of Fall quarter. Your objective is to find a satisfying co-op or internship experience that will make full use of your talents. This guide is designed to help you to do this systematically and professionally, as well as make efficient use of your time.

THE JOB SEARCH PROCESS

I. Read this handbook.

II. Register for the Career Development Cooperative Education and Internship Program.

III. Self-Assessment

- A. Accomplishments and skills
- B. Strengths
- C. Values
- D. Interests

IV. Information Gathering

- A. Review co-op and internship job listing books
- B. Attend CDC information programs and workshops
- C. Review co-op and internship files in the CDC
- D. Take advantage of CDC career exploration and job search resources.
- E. Talk to CDC counselors, previous interns, and professors.
- F. To generate possibilities not on file in the Center, write directly to organizations for information.

V. Your Job Search Tools

- A. Resume
- B. Cover Letter
- C. Reference sheet

D. Other job search correspondence

VI. Implementing Job Search Campaign

A. Have CDC counselors refer your resume to employers listed in co-op and internship books.

B. Use your network to generate leads.

C. Write directly to employers not listed with CDC directly to make application.

VII. The Job Interview

A. Preparing for interviews.

B. Telephone interviews.

C. Interviews at CDC

D. Interviews on-site with employer

E. Follow-up and thank you letters.

VIII. Selecting the Right Position

A. Evaluating offers.

B. Accepting the offer.

SOURCES OF CO-OP AND INTERNSHIP POSITIONS

There are five primary sources of information concerning co-op and internship positions.

1. **CDC 1987-88 co-op and internship job listing books** - These job listings have been developed by the staff of the Career Development Center. Positions are categorized by topical career areas. Copies of job listing books are available for viewing in the Career Development Center.

2. **Career Development Center co-op and internship files** - The CDC keeps a comprehensive file of information on the work experiences of prior years' students. These files are rich with information and an excellent source of potential co-op and internship opportunities.

3. **Career Development Center career exploration and job search resource collection** - The CDC has a broad array of internship directories related to dozens of topical areas and career fields. Students are invited at their convenience to come and browse through the directories.

4. **Direct Contact with Employers** - Writing directly to employers can be one of the most effective methods of gathering information on potential co-op and internship positions with organizations not presently active with the college's program. Refer to the sample letters in the section titled "Cover Letters . . . and Other Job Search Correspondence".

5. Your **Information network** - In seeking an co-op or internship experience there are many people who can be helpful to you in finding employment, in addition to the staff of the Career Development Center. The next few pages are devoted to helping you develop techniques to effectively involve others in you job search.

BUILDING AN INFORMATION NETWORK

One of the techniques that students seeking co-op and internship positions find useful is developing a group of people to help find jobs and gather job information. In starting your job search campaign one of the first steps taken should be building this "network" of people. This section is designed to assist you in contacting people you know who may help you get a job. This is called "Networking."

HOW TO NETWORK

1. Identify contacts (see next page).

2. Select 10-12 people to start with.

3. Decide what kind of help you need.

   - Information about job openings or potential employers?
   - Help in contacting particular people (can they make a phone call or write a letter for you?
   - Names of other people to add to your network list?

4. Decide how to contact these people (telephone, letter, in person).

5. Prepare for the contacts (consider practicing what you want to say).

6. Follow up:

•Ask for more help - you will want to contact these people more than once.
•Keep them informed about your progress.
•Thank them (by telephone, letter, in person).

7. Repeat steps 1-6 as needed (use additional people from your network list).

8. Pay back or pass on the favor.

   At some time you may be in a position to help those who helped you. If not, you can pass on the favor to someone else who may need you to be a part of their information or support system.

YOUR INFORMATION NETWORK

People you already know, have knowledge of job information or can give you names of other people who have that information. The first step in building a network is to list the people you know.

RELATIVES

Include:

Father	Aunts	Uncles	Brothers-in-law
Mother	Cousins	Brothers	Grandfathers
Sisters	Grandmothers	Sisters-in-law	

(Also consider listing your roommates and girl or boyfriend's relatives). In the blank spaced below, begin listing your relatives

_____ _____ _____

_____ _____ _____

_____ _____ _____

FRIENDS AND ACQUAINTANCES

Continue listing those people you know in the following categories. Use extra paper if necessary.

Neighbors and Roommates:

_____ _____ _____

_____ _____ _____

Co-Members of Clubs and Organizations:

_____ _____ _____

_____ _____ _____

Social Friends:

_____ _____ _____

_____ _____ _____

People I Hear From at Christmas or on Holidays:

_____ _____ _____

_____ _____ _____

People I Have Helped or Who Have Helped Me:

_____ _____ _____

_____ _____ _____

Church Members, Leaders, Teachers:

_____ _____ _____

_____ _____ _____

Professors:

_____ _____ _____

_____ _____ _____

Friends Who Enjoy the Same Hobbies or Sports:

_____ _____ _____

_____ _____ _____

Professionals: (Doctor, Dentist, Lawyer, Banker, Accountant, etc.)

_____ _____ _____

_____ _____ _____

Acquaintances from Volunteer or Community Service Work

_____ _____ _____

_____ _____ _____

Employers, Supervisors, Co-Workers, Customers, Vendors

_____ _____ _____

_____ _____ _____

ORGANIZING YOUR NETWORK

Job hunters often find it helpful to keep track of their network in an organized way. A network is meant to be "worked" in that you will be contacting these people more than once and they will be giving you information and names of others who can help you. Therefore, keeping this information in a notebook or card file will help you add new names, remember what kind of help you requested from each person, when you last contacted them, and what results you obtained.

Here is an example of a record on a 3X5 card.

Name: Terry Jackson

Address: 109 Maple, Livonia, Michigan 48103

Phone Number(s): Home: 489-7799 Work: 553-0003

Referred By: Uncle Harry

What Help Requested: Names of people and places who are hiring in my field

Dates Contacted: 10/31; 11/22

Results: John Smith, Personnel at M& M Mfg., 569-0003
Chris Jones, AB-Computer 556-4950

Set up your own system, starting with the names you have already listed and adding new names and information as your network grows and develops.

APPLYING FOR CO-OP AND INTERNSHIP POSITIONS

The following steps should be followed in applying for positions listed in the Career Development Center's co-op and internship job books.

1. Review position listing to determine if the position is of interest. Make sure you meet any and all listed requirements for job.

2. See a CDC counselor to discuss the application process for that particular employer.

3. Fill out a **Resume Referral Request Card** and attach a copy of your resume to the card.

Kalamazoo College - Career Development Center
Co-op and Internship Resume Referral Request Card

Student Name:_____

Campus phone _____Campus box _____ Date requested _____Date sent_____
Please send my attached resume to:

Employer _____

Department_____

City: _____State:_____

Position sought_____
(Consult job listing book for exact job title.)

Quarter you plan to work: Sp Su Fa Wi Year CDC counselor with whom you are working

4. Give your completed card and resume to a CDC counselor. We will forward your resume (and any other documents you wish to submit) directly to the employer under a cover letter from the CDC.

5. Prepare for possible telephone interview.

Be sure to watch for application deadlines for positions in which you are interested. A sample of the Resume Referal Request Card is provided above.

GETTING ORGANIZED

In a competitive job market the best jobs go to those who know how to find them, and not necessarily to those who are the most qualified. So an organized job search coupled with your interest and qualifications are the ingredients for a successful work experience.

Where to Begin: The key to your job search will involve getting as many job interviews as possible. This, as you will see later, takes planning, research and careful follow-up. Your success will depend on how well you do this.

Set Up a Job Search Notebook - A standard three-ring binder with pocket jackets is sufficient for this task. This notebook will contain the records for your job search. Items to include are:

1. Contacts: Name, title, organization address, and telephone number of to whom people you have made application.

2. Resumes and reference sheets: Keep copies of your resume and reference sheets here so they won't get misplaced.

3. Letters: Keep a copy of each letter you mail out.

4. Job search calendar: It is a good idea to prepare a calendar to set goals and target completion dates for each step of your job search. You should also enter CDC workshop dates to be sure not to miss important training sessions. The calendar should also include class obligations such as tests and papers. **This will help you to prevent scheduling interviews at inconvenient times.**

HOW MANY POSITIONS SHOULD I APPLY FOR?

There is no real limit, but the number at any one time ought to be manageable (no more than five or six). To students applying for positions from the Career Development Center co-op and internship listings, we normally suggest making at least four choices. Clearly, some positions will be more popular than others, so planning for backup options is encouraged.

For students applying for positions not on the Career Development Center list, it is difficult to say how many choices or applications should be made, this depends upon many variables. Wherever possible, applicants are encouraged to inquire of organizations what their chances are to assist them in making the appropriate number of applications. Students are also advised not to stop pursuing choices until a definite and clear acceptance is in hand, as all kinds of unforeseen factors can keep a very good possibility from being converted to a definite offer.

CAN THE COLLEGE ASSIST ME IF I AM APPLYING TO ORGANIZATIONS NOT LISTED IN THE CAREER DEVELOPMENT CENTER'S CO-OP AND INTERNSHIP BOOK?

The Career Development Center staff stands ready to contact "new" organizations on your behalf. This can be done by giving you a descriptive brochure that explains the co-op and internship program, and/or a letter from the College endorsing your application to send with application materials. We will be pleased to do any of the above in as timely a manner as possible, depending upon what is appropriate.

In all cases where you wish our office to initiate contact with an employer (a letter or a phone call), it is imperative that we be supplied with full and complete information about your interests, application status, and the organization. This includes providing us with the name, title, mailing address, and/or phone number of the person you wish us to contact.

Copies of all outgoing correspondence from our office will be kept in your file, but will not normally be sent to you unless prior arrangements for this are made.

Fall quarter is the best time to begin correspondence with employers unfamiliar with the College's co-op and internship program. The greater the lead time in contacting an organization the better your chances are of securing a position with them.

WHAT SHOULD I TELL EACH ORGANIZATION ABOUT OTHER POSSIBILITIES I AM PURSUING?

The best and only ethically correct policy is to always be truthful. No organization or person has made a commitment to you until they have made a definite offer and you have accepted it. There is no need for you to make a definite commitment until a definite offer is made. However, what is necessary is that you not say or write anything to mislead an organization to which you are applying about your intentions.

As with any employment situation, one must be honest with all other parties, and in turn one has a right to expect them to be honest. Just as you would not want someone to lead you to expect that an offer would be forthcoming in the future, when that person knew (or strongly suspected) that this was not true, it is only fair that you not seriously pursue an internship that you know (or strongly suspect) you will not accept. This is not only unfair to the organization, it is also unfair to other students who may be interested in the same position. Should you wish to apply for a position that you think you may not be able to accept for some reason (e.g., lack of funds), tell the organization about your reservations when you apply. There are ways in which this can be explained tactfully and fairly, and in such a way as to enhance your application rather than detract from it.

ACCEPTING A POSITION

1. Please let the staff of the Career Development Center know when you have received employment offers. While organizations accepting interns will often let us know, and

the offer may pass through our office on its way to you, many employers do not always remember to pass hiring information on to the CDC. Since another students decision to apply for a particular internship may be affected by your having been accepted there, please let us know as soon as possible.

2. Next you have to decide (or confirm) if you will be accepting the offer. It is best to accept (or reject) this in writing. We would like to have a copy of your acceptance and your decision for our files. Should you find that you do not yet know if you want to accept an offer (e.g., you are waiting to hear from another organization), promptly write or telephone the organization that offered you a position to explain this, and reach a mutually agreed upon date by which you will notify them of your decision. Once this date is set, you are ethically committed to stand by it.

3. Fill out a **Placement Confirmation Card** at the Career Development Center, a copy of which follows.

4. Don't forget to thank all those who helped you secure your position.

5. Congratulate yourself and relax! In the weeks ahead you will have many details to arrange prior to your first day on the job.

Kalamazoo College
Career Development Center
Cooperative Education and Internship Program
Student Placement Confirmation Form

CO Quarter(s) Sp Su Fa Wi Year ____

Class of ____

Campus Phone _____ Box #____

Co-op____ Internship___ SIP ____

Last Name _____ First Name_____ Major_____

Employer_____

Department_____ Phone # (___)_____

Work Address _____

City_____ State_____ Zip_____

Supervisor (Last Name)_____ (First Name)_____

Title_____

Is Position Paid? Yes___ No___ Is Position College Work Study Funded? Yes___ No____

Student's Mailing Address while on the Job _____

_____

Student's Home Telephone Number while on the Job (____)_____

CAREER DEVELOPMENT
COOPERATIVE EDUCATION AND INTERNSHIP PROGRAM
ALPHABETICAL LIST OF EMPLOYERS
ACADEMIC YEAR 1986-87

Academy of the New Horizons, St. Johnsville, New York
Allegan Veterinary Clinic, Allegan, Michigan
Allenbury Playhouse, Boiling Springs, Pennsylvania
Allied Paper Mill, Kalamazoo, Michigan
American Camping Association, Illinois Section, Chicago, Illinois
American Medical Association, Survey Design and Analysis Department, Chicago, Illinois
American Plastic Toy Company, Walled Lake, Michigan
Argonne National Labs, Argonne, Illinois
Arthur Murray School of Dance, Kalamazoo, Michigan
Arts Council of Greater Kalamazoo, Kalamazoo, Michigan
Art Institute of Chicago, Chicago, Illinois
-European Decorative Arts Department
-Africa, Oceana and the Americas
Association for Research and Enlightenment, Virginia Beach, Virginia
Dr. Bartscherer, Dental Clinic, Los Angeles, California
Battle Creek Lake View High School, Battle Creek, Michigan
-French Department
Biggs/Gilmore & Associates, Kalamazoo, Michigan
-Marketing/Advertising/Public Relations
Borgess Medical Center, Kalamazoo, Michigan
-Childlife Department
-Emergency and Trauma
Boston University, Petersborough, New Hampshire
-Human Environment Institute - Sargent Camp
Braun, Kendrick, et al, Attorneys at Law, Saginaw, Michigan
Brigham and Women's Hospital, Boston, Massachusetts
-Pathology Department
Bristol Public Schools, Bristol, Connecticut
Business Digest, Kalamazoo, Michigan
-Editorial Department
C Avenue Automotive, Inc., Coronado, California
Carter, Inc., Grand Rapids, Michigan
Cast Forge, Howell, Michigan
Children's Hospital of Michigan, Detroit, Michigan
Children's Museum, Boston, Massachusetts
-Exhibit Staff
C.I.S.P.E.S., Washington, D.C.
City of Coldwater, Coldwater, Michigan
-City Manager's Office
City of Fraser, Fraser, Michigan
-Recreation Department
City Public Safety Department, Kalamazoo, Michigan
Clark, Hardy, Lewis, et al, Attorneys at Law, Birmingham, Michigan

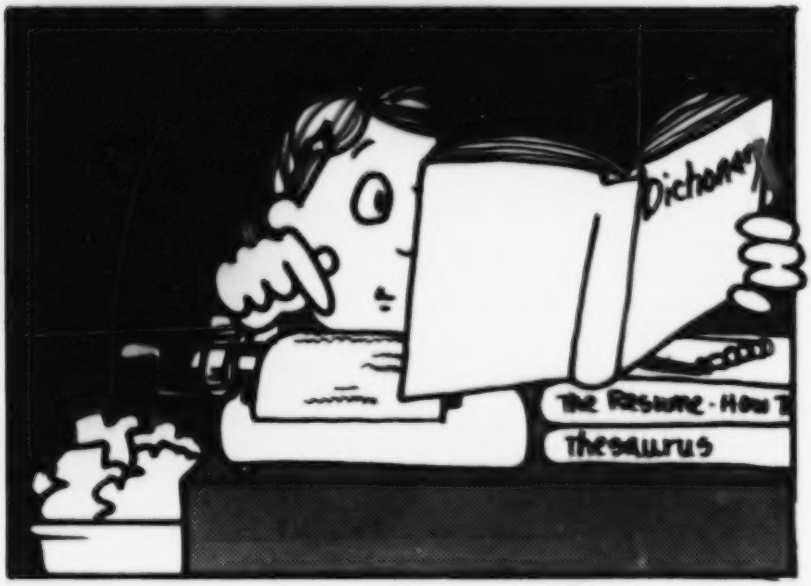
Clear Water Ranch, Philo, California
Community Access Center, Kalamazoo, Michigan
Comstock High School, Comstock, Michigan
-English Department
Com-Tech, Southfield, Michigan
Contract Interiors, Southfield, Michigan
Cottage Hospital, Grosse Pointe Farms, Michigan
Councilman Melvin Ravitz, Detroit City Council, Detroit, Michigan
Council for the Performing Arts for Children, Grand Rapids, Michigan
C. V. Whitney Laboratory, St. Augustine, Florida
Custom Solutions, Atlanta, Georgia
Dana Farber Cancer Institute, Boston, Massachusetts
Data Resources, Inc., Lexington, Massachusetts
Dearborn Farm Market, Dearborn, Michigan
Detroit Zoological Society, Royal Oak, Michigan
-Development and Public Relations
Dr. Brij Dewan, Gastroenterology, Kalamazoo, Michigan
DialAmerica Marketing, Inc., Oak Park, Illinois
Domino's Pizza, Inc., Ann Arbor, Michigan
-Training Department
Donaldson's Inventory Control, Cottage Grove, Minnesota
Drauglis, Ashton et al, Plymouth, Michigan
Ronald Eckert, D. D. S., Okemos, Michigan
E. F. Hutton Company, Inc., Kalamazoo, Michigan
Fair Haven Retirement Community, Sanduskey, Ohio
F & E Check Protector, Detroit, Michigan
Field Museum of Natural History, Chicago, Illinois
First of America Bank, Kalamazoo, Michigan
Five Acres Boys & Girls Aid Society, Altandena, California
Flint Osteopathic Hospital, Flint, Michigan
-Intensive Care Unit
Focus: Hope, Detroit, Michigan
Ford Motor Company, Dearborn, Michigan
-Employee Communications
Gaithersburg School, Gaithersburg, Maryland
Gale Research Company, Detroit, Michigan
Gemrich, Moser, et al, Attorneys at Law, Kalamazoo, Michigan
General Motors Corporation, Detroit, Michigan
-Economic Staff
-Executive Compensation
General Motors Corporation, Flint, Michigan
-C-P-C V-8 Engine Plant
General Motors Corporation, Pontiac, Michigan
-Pontiac Motors Division, Engine Operations
Globe Theatre, San Diego, California
GMI Engineering & Management Institute, Flint, Michigan
-Chemistry Department
-Laser Laboratory
Goodwill Industries, Cottage Grove, Minnesota
Hall of Fame Racquet Club, Canton, Ohio
Halpert and Koning, P. C., Kalamazoo, Michigan
Heilmann Recreation Center, Detroit, Michigan
High on Kalamazoo, Kalamazoo, Michigan

-Media Department
Hogar Ramdi, Inc., San Juan, Puerto Rico
Holly Road Mental Health Center, Grand Blanc, Michigan
Home Builders of Kalamazoo, Kalamazoo, Michigan
Humana Hospital, Anchorage, Alaska
Hutzel Hospital Library, Detroit, Michigan
IBM Corporation, Dallas, Texas
Ingham Medical Center, Lansing, Michigan
-Physical Therapy
International Research & Development, Mattawan, Michigan
I.T.T. Higbie- Finance, Toledo, Ohio
Independent Artists WNET, New York, New York
Jacobson & Jacobson, P.C., Junction City, Kansas
J-Mor Distributing, Inc., Irvine, California
Johnson Corporation, Three Rivers, Michigan
Jubilee Housing Network, Washington, D.C.
Kalamazoo College, Kalamazoo, Michigan
-Athletic Department
-Career Development Center
-Chemistry Department
-Development Office
-Lovell Street Project
-Physics Department
-Upjohn Library
Kalamazoo County Chamber of Commerce, Kalamazoo, Michigan
Kalamazoo County Economic Expansion Corporation, Kalamazoo, Michigan
Kalamazoo Learning Village, Kalamazoo, Michigan
Kalamazoo Public Schools, Kalamazoo, Michigan
-Math and Science Center
-Vine Alternative High School
Kalsec, Inc., Kalamazoo, Michigan
-Chemistry Department
Kellogg Company, Battle Creek, Michigan
-Chemistry Department
Kellogg de Mexico, Queretaro, Mexico
-Engineering Department
Kirkpatrick & Lockhart, P.C., Pittsburgh, Pennsylvania
Laboratory Equipment Company, St. Joseph, Michigan
Lake Michigan Maritime Museum, South Haven, Michigan
Lake Sumter Community Mental Health Center, Leesburg, Florida
Library of Congress, Washington, D. C.
Maryland Food Bank, Baltimore, Maryland
May Department Stores International, Seoul, Korea
Media Alliance, New York, New York
Michigan Cancer Foundation, Detroit, Michigan
Michigan Department of State, Lansing, Michigan
-Bureau of History
Midland Center for the Arts, Midland, Michigan
-Music Society
Miller, Johnson, et al, P. C., Kalamazoo, Michigan
Montgomery County Recreation Department, Germantown, Maryland
-Seneca Day Camp
Mote Marine Biology Lab, Sarasota, Florida
Muskegon General Hospital, Muskegon, Michigan

-Glen Swartzlander, M. D.
National Children's Museum, Washington, D. C.
-Exhibits
National Institutes of Health, Bethesda, Maryland
Naval Research Laboratory, Washington, D. C.
Northwestern Mutual Life Insurance Company, Milwaukee, Wisconsin
-Actuarial Department
Oakland County Sixth Judicial Court, Pontiac, Michigan
O'Hare International Airport, Chicago, Illinois
Old Kent Bank, Three Rivers, Michigan
Orchard Valley Swimming & Racquet Club, West Bloomfield, Michigan
Oriental Institute, Chicago, Illinois
Oyster Creek Nuclear Power Plant, Tom's River, New Jersey
Parsons State Hospital and Training Center, Parsons, Kansas
-Art Therapy Department
Dr. Khusal Patil, Kalamazoo, Michigan
-Vascular Surgery
Percheron Consulting, Inc., Kalamazoo, Michigan
Player's Theatre of Columbus, Columbus, Ohio
-Production
Pliskey & Pliskey Associates, Oxnard, California
Potomac Electric Power Company, Washington, D. C.
-Conservation Department
-Energy Management Development
-Load Control Department
-Sales
Presbyterian Inter-Community Hospital, Whittier, California
Rockefeller University Hospital, New York, New York
Roney & Company, Stock Brokers, Flint, Michigan
Ronningen Research and Development, Vicksburg, Michigan
Ryder Truck Rental, Birmingham, Michigan
Sarkozy Bakery, Kalamazoo, Michigan
Sayco Enterprises, Orlando, Florida
Service Master, Chicago, Illinois
Shand Morahan & Company, Inc., Chicago, Illinois
Shriner's Hospital, Honolulu, Hawaii
Social Security Administration, Detroit, Michigan
Social Security Administration, Kalamazoo, Michigan
Southern Colorado Clinic, Pueblo, Colorado
South Washington County School District, Cottage Grove, Minnesota
Stockholm University, Stockholm, Sweden
-Department of Zoological Cell Biology
Stone Environmental Schools, Groton, Massachusetts
Stone Ridge County Day School of the Sacred Heart, Bethesda, Maryland
Stotler & Company, Chicago, Illinois
-Chicago Merchantile Exchange
Superior Services, Oak Park, Illinois
Texas Instruments, Austin, Texas
T. H. Plastics, Mendon, Michigan
Theatre Confections, Inc., Augusta, Michigan
-Fort Custer State Park
Time Engineering, Troy, Michigan
Unisys, Mission Viejo, California
-Accounting Department

University of Michigan, Ann Arbor, Michigan
-Pediatric Surgery Department
-Pharmacology Department
-Physiology Laboratory
-Urology Department
University of Notre Dame, Notre Dame, Indiana
-Chemistry Department
Upjohn Company, Kalamazoo, Michigan
-Computer Programming
-Computer Control & Instrumental Group
-Raw Materials Control Lab
U. S. Department of Defense, Newark Air Force Station, Ohio
-Laser Infared Standards Lab
U. S. Department of Treasury, Washington, D. C.
-U. S. Liberty Coin Program
U. S. Representative David Bonior (Michigan), Washington, D. C.
U. S. Representative Robert Carr (Michigan), Washington, D. C.
U. S. Representative Samuel Gejoenson (CN), Washignton, D. C.
U. S. Representative Dale Kildee (Michigan), Washington, D. C.
U. S. Representative Bruce Vento (Minnesota), Washington, D. C.
U. S. Representative Howard Wolpe (Michigan), Washington, D. C.
U. S. Senator Frank Lautenberg (New Jersey), Washington, D. C.
U. S. Senator Edward Kennedy (Massachusetts), Washington, D. C.
-Press Office
Valassis Inserts, Farmington Hills, Michigan
Vine Neighborhood Association, Inc., Kalamazoo, Michigan
Village of Oak Park Library, Oak Park, Illinois
Wayne County Probate Court, Detroit, Michigan
Wayne State University, Detroit, Michigan
-Department of Biochemistry
-Surgery Department
West Main Animal Hospital, Oshtemo, Michigan
-Equine Center
Williamsburg Convalescent Center, Farmington Hills, Michigan
WXYZ-TV, Detroit, Michigan
Zenith Electronics, Glenview, Illinois
Ypsilanti Board of Education, Ypsilanti, Michigan
-Public Relations
YWCA Domestic Assault Program, Kalamazoo, Michigan

Resume Planning and Writing



What is a Resume? A resume is an essential tool in conducting any job search. A resume is basically a presentation of you on paper. It is a personalized summary of your unique education, experience, accomplishments, skills and future potential.

Purpose of a Resume: The purpose of a resume is to make employers aware of your availability and interest in working for them. Beyond this, a resume should highlight information about you that makes you a good candidate for the position you are seeking. An effective resume will stimulate enough interest in you that an employer will want to interview you.

Writing a Resume: Resume writing is a subjective task. There is no absolute "right way" to write a resume. In general, a resume should be:

1. Letter perfect; absolutely free from spelling mistakes, typographical errors, and messy corrections.
2. One page in length; two pages can be used if necessary, but employers generally prefer a one-page format.
3. A reflection of your unique skills and personality.
4. Prepared on 8 1/2 X 11 paper.

5. Honest and accurate.

What to Include: The following information is typically included in a college student's resume. These sections are provided as a general guideline to help you begin planning your own resume.

I. **Heading:** The heading section tells the prospective employer who you are and how to contact you. Below are two formats college students use most often.

A. Single Address Heading:

John Holland

Kalamazoo College, Box 125
Kalamazoo, Michigan 49007
(616) 383-1000

B. Two Address Heading:

John Holland

School Address	**Home Address**
Kalamazoo College, Box 125	**525 Main Street**
Kalamazoo, Michigan 49007	**Portage, Michigan 49081**
(616) 383-1000	**(616) 327-1000**

When using the two address format it is good to have both addresses the same number of lines in length. This helps give a balanced or symmetrical look to this section.

II. **Objective:** The objective is a short statement that tells the reader what it is you want to do and how you see yourself fitting into their organization. It is usually important to point out that you are seeking a temporary work situation rather than full-time permanent employment. This section is often titled "Objective," "Job Objective," "Internship Objective" or "Co-op Objective." Examples are shown below.

Objective: **An internship position in computer science during spring 1988.**

Job Objective: **A cooperative education position with The Chrysler Corporation providing experience in public relations during fall 1988.**

III. **Education:** The education section should include all the colleges or universities you have attended: An example is shown below:

Kalamazoo College, Kalamazoo, Michigan
Bachelor of Arts, June 1990
Major: Chemistry Minor: Biology
Overall GPA 3.5/4.0
Foreign Study: University of Bonn
Bonn, West Germany, 1986-87

Related Coursework:

Chemistry I **Zoology**

IV. **Experience:** The experience section should include all employment, full-time, part-time, and volunteer. You may want separate headings for "related work experience" and "other work experience". Information in the experience section should include: job title, organization, city, state, dates of employment, description of duties - stressing skills and accomplishments. A sample job description is shown below.

Assistant Manager: Oakley's Restaurant, Kalamazoo, Michigan.
September 1985 to June 1986.

Hired as a waiter and promoted to Assistant Manager. Trained new food service workers, managed kitchen in the absence of the manager. Prepared weekly employee work schedules for nine workers. Developed inventory management system utilizing Foodpro software package on an IBM AT personal computer system.

Use the **key words** on the pages 42-43 to describe your duties and responsibilities. Short phrases or clauses are usually more effective than complete sentences. Avoid the use of pronouns such as "I" or "My".

A. There are three basic formats that are most often used to organize work experience: chronological, functional, and skills. The format for work experience that is selected depends on your past experience, your current objective, and your personal preference. A sample of each of these work experience styles is included at the end of this section.

1. **Chronological:** The chronological style lists work experience in reverse chronological order starting with most recent experience. Dates are included in the left hand margin beside the job description or in the

heading of the job description. This is the most traditional organizational style. However, it is not the most widely used by college students.

2. **Functional:** The functional style stresses the type of experience a person has rather than when it was accomplished. Thus, jobs are listed in categories by function or by relationship to the position currently being sought. The advantage of this style is that it allows one to display related work experience first, even if it is not one's most recent experience. Dates are included to allow the reader to establish chronology if desired.

3. **Skills**: The skills format de-emphasizes actual work experience and highlights skills that one brings to a position. This style is used often by people with no related work experience or those who are changing career fields.

V. Other sections: other sections are optional and can be grouped or titled according to your individual experience. Categories may include:

Leadership Activities
Awards and Honors
Co-curricular Activities
Special Skills
Interests

VI. References: The reference statement is normally at the end of the resume. A variation of the phrase "available on request" is usually included. Preparation of a separate reference sheet (an example follows on page 48.) is encouraged.

VII. What not to include: personal information such as birthdate, health status, marital status, and religious affiliation are usually omitted. The reason for this is that these items can be used as a method to discriminate against you or to eliminate you from consideration for a position.

KEY WORDS FOR RESUMES AND COVER LETTERS

When writing a resume or cover letter and preparing for an interview, it is helpful to have a list of words to help you describe yourself, and your skills, and abilities.

The following list contains words for you to use to expand your thinking:

DESCRIBING YOURSELF IN TERMS OF SKILLS

Organization of:

people	things	ideas	
Communication:			
listening	speaking	writing	persuading
negotiating	story-telling	counseling	
General:			
planning	adapting	coordinating	drafting
administrating	typing	implementing	computing
supervising	constructing	motivating	reading
buying	problem-solving	selling	researching
editing	creating/initiating		

ACTION WORDS

accelerated	directed	lectured	reported
accomplished	discovered	led	researched
accurately	economically	maintained	resolved
achieved	edited	managed	responsibilities
actively	effected	mediated	responsibility
adapted	effectively	monitored	revamped
administered	eliminated	motivated	revised
advised	encouraged	organized	reviewed
analyzed	enforced	observed	scheduled
appraised	enlarged	originated	selected
approved	established	operated	set up
arbitrated	evaluated	participated	significantly
arranged	executed	performed	simplicity
assessed	expanded	persuaded	skillfully
assisted	expedited	pinpointed	sold
attained	experienced	planned	solved

briefed
built
clarified
collaborated
completed
conceived
conducted
consistently
constructed
constructively
contributed
controlled
coordinated
counseled
created
critiqued
defined
delegated
demonstrated
developed
expertly
facilitated
fashioned
forecasted
formed
founded
guided
helped
implemented
improved
increased
influenced
initiated
inspected
inspired
instructed
interpreted
judged
launched
prepared
presented
prioritized
processed
produced
productively
programmed
projected
promoted
proposed
proved
provided
published
recommended
recorded
recruited
referred
reinforced
reorganized
sound
stimulated
strategy
streamlined
structured
substantially
successfully
summarized
supervised
supported
systematically
systematized
taught
thoroughly
trained
utilized
validated
vigorously
wrote

SELF DESCRIPTIVE WORDS

active
adaptable
aggressive
alert
ambitious
analytical
attentive
broad-minded
conscientious
consistent
constructive
creative
dependable
determined
diplomatic
disciplined
discreet
economical
efficient
energetic
enterprising
enthusiastic
extroverted
fair
forceful
imaginative
independent
logical
loyal
mature
methodical
objective
optimistic
perceptive
personable
pleasant
positive
practical
productive
proficient
realistic
reliable
resourceful
respectful
responsible
self-reliant
sense of humor
sincere
sophisticated
systematic
tactful
talented
will travel
will relocate

Sample - Chronological Resume
-Side Margin Headings

DONALD SUPER

Box 333, Kalamazoo College
Kalamazoo, Michigan 49007
(616) 383-1234

OBJECTIVE: A student teaching position providing experience teaching math at the secondary level during summer 1988

EDUCATION: KALAMAZOO COLLEGE, Kalamazoo Michigan
Bachelor of Arts, June 1989
Major: Math
Michigan Teacher Certification, July 1989
GPA: 3.3/4.0

Related Coursework:

College Algebra	Teaching Methods
Calculus	Micro Teaching

EDUCATION EXPERIENCE: Tutor, Math Department, Kalamazoo College, Kalamazoo, Michigan, September 1985 to June 1986.
Tutored college freshmen in the fundamentals of college algebra and calculus. Graded students' homework assignments and proctored exams.

Teacher's Aid, Southfield High School, Southfield, Michigan, Summer 1985.
Served as a teacher's aid in a college preparation program for 25 high school juniors. Curriculum focused on development of quantitative skills necessary for success on college entrance exams.

OTHER WORK EXPERIENCE: Recreation Supervisor, Southfield Park District, Southfield, Michigan, Summers 1983, 1984.
Manager of a summer activities program for youth ages 8 to 12 in a community recreation center. Supervised a staff of four playground attendants. Planned daily program of activities. Provided a safe environment for outdoor sporting events.

Counselor, Camp Thunderbolt, Ontario, Canada, Summer 1982
Counseled Campers ages 8 to 13. Provided basic instruction in sailing, swimming, and archery.

ACTIVITIES: Member, Alpha Beta Nu, Education Honor Society, Kalamazoo College, 1985-86

Member, Varsity Baseball Team, Kalamazoo College, 1985-86

CREDENTIALS: Available upon request

Sample - Functional Resume
-Centered Side Headings

Anne Roe

Kalamazoo College, Box 312
Kalamazoo, Michigan 49007
(616) 383-2222

516 Ohio
Bloomfield Hills, Michigan 48412
(313) 649-4949

Objective

A cooperative education position with General Dynamics Land Systems Division during Spring 1988

Education

Kalamazoo College, Kalamazoo, Michigan
Bachelor of Arts, June 1988
Major: *Computer Science* Minor: Spanish
Class Standing: Sophomore GPA 3.5/4.0

Related Classes:

Data Structures
Computer Science I, II
Fortran Statistics
Data Base Management
Pascal

University of Michigan, Ann Arbor, Michigan
Dates of Attendance: 9/84 to 6/85
GPA: 3.6/5.0

Work Experience

Programming Intern, Parke Davis Company, Ann Arbor, Michigan, September 1984 to January 1985.

Assisted in the development of a data base management system for company sales prospects. Programmed in D-BASE III software using an IBM system 3600. Worked with Marketing Manager to implement phase one of this project.

Crew Chief, McDonald's, Bloomfield Hills, Michigan, February 1983 to July 1983

Responsible for closing of restaurant on weekends. Supervised team of three workers. Coordinated the efficient operation of grill orders in a fast food environment.

Waitress, Holly's Landing, Kalamazoo, Michigan, July 1985 to present.

Activities

Treasurer, Computing Club, Kalamazoo College, 1985-86.
Member, Women's Interest Group, Kalamazoo College, 1985-86.

References

Available upon request

Sample-Resume
-Limited Work Experience
-Centered Headings

JOHN HOLLAND

School Address:
Box 10, Kalamazoo College
Kalamazoo, Michigan 48007
(616) 383-4321

Home Address:
3014 Plum Island Drive
Grosse Pointe, Michigan 38762
(313) 333-1234

Objective

An internship position with Pontiac Motor Division during spring 1988

Education

Bachelor of Arts, June 1989
Kalamazoo College, Kalamazoo, Michigan
Major: Economics and Business Administration
Overall GPA: 3.0/4.0 Major GPA: 3.5/4.0

Coursework Completed

Programming in Cobol and Assembler - Wrote programs performing merge, sort, extract, input, edit, and update functions, utilizing OS standard linkage conventions, macros and conditional assembly.

External Data Structures - Wrote programs utilizing IBM OS JCL, advanced features of COBOL, IBM utility programs, direct access storage and access methods.

Data Base/Data Communication Software - Wrote programs for the creation, retrieval and updating of VSAM and BDAM files. Also, wrote programs for both IMS Data Base Management Systems and CICS data communication facility.

Work Experience

-*Residence Hall Advisor,* Kalamazoo College, Kalamazoo, Michigan.
Advisor for 30 students. Duties include; paraprofessional counseling, both personal and academic, and organization of social activities. (September 1985 - Present)

-*Supervisor,* Nugent Farms, Frankfort, Michigan.
Solely responsible for money transactions and direction of customers for Nugent Farms U-pick strawberry patch. (June - July 1985)

Activities and Interests

Alpha Lambda Delta Award Winner for outstanding academic achievement in economics
Member of the Kalamazoo College Varsity Tennis Team
Member of the Kalamazoo College Varsity Basketball Team

References

Available upon request

Sample - Skills Resume
-Side Margin Headings

David Tiedeman

Box 294, Kalamazoo College
Kalamazoo, Michigan, 49007
(616) 383-4444 (school)

1122 Winchell Way
Kalamazoo, Michigan 49007
(313) 383-5555 (home)

Objective: Full-time temporary employment providing experience in business during fall 1988.

Education: Kalamazoo College, Kalamazoo, Michigan
Bachelor of Arts, June, 1988
Major: Economics/Business Administration
Concentration: Management Studies

Skills: Develop marketing research and test marketing surveys
Ability to analyze financial statements
Knowledge of general accounting procedures
Knowledge of the Basic, Pascal, Vax, and Lotus 1-2-3 computer languages
Understand consumer behavior through academic as well as practical business experience
Very good writing, analytical and communication skills
Work successfully with others and individually to achieve a desired end.

Experience: •Developed and implemented marketing plans for the Promotional Gift Company through the Small Business Institute of Kalamazoo.
•Analyzed financial statements and developed and implemented marketing plans for Gerber Sporting Goods, Inc. through the Small Business Institute of Kalamazoo

•Student representative responsible for aiding in the selection of guest lecturers
•Resident Hall Advisor responsible for planning dormitory activities and giving basic counseling to students in the dormitory
•Michigan Competitive Scholarship recipient

Other Experience: *Taco Bell Restaurants*, Lincoln Park, Michigan
Cashier and hostess, Summer 1985

Career Development Center, Kalamazoo College, Kalamazoo, Michigan
Receptionist, Fall 1985

References: Available upon request

REFERENCES

IMA STUDENT

917 Academy Street
Kalamazoo, Michigan 49007
(616) 383-8888

1. Dr. Ivory Tower
   Professor of Accounting
   Kalamazoo College
   1200 Academy
   Kalamazoo, Michigan 49007
   (616) 383-1234

2. Ms. Betty Smith
   Sales Manager
   Upjohn & Company
   1044 South Portage Road
   Kalamazoo, Michigan 49002
   (616) 343-8126

3. Mr. Steve Wills
   Department Manager
   Judson's Department Store
   4537 West Main Street
   Kalamazoo, Michigan 49007
   (616) 343-1122

- Always ask permission from a reference before giving their name to an employer.
- Professors from related course work and previous employers are good sources of reference.
- Three to five references are usually adequate.
- Supplying people serving as a reference for you with a copy of your resume can be a helpful reminder of your past accomplishments.

RESUME PREPARATION AND DUPLICATION TIPS

Now that you have planned and written the content of your resume you will need to put this information into the final form and duplicate copies of it to pass on to potential employers. At this point you may ask yourself, "should my resume be typed on a typewriter, word processor or typeset?" The answer to this question is to select the method you like best.

The important thing to remember is that your resume represents you to potential employers in your absence. Therefore, you want your resume to make the best impression that it possibly can. The visual appearance of your resume is also every bit as important as the significant information about you that it communicates. Because of this, a resume that creates a favorable first impression is vital to your success in the job search.

RESUME PREPARATION OPTIONS

A. **Typing** - Many of America's most successful individuals got their first job with a well-organized and neatly-typed resume. If you type your resume, be sure to use a good typewriter. If you don't own a typewriter, they are available in the Upjohn Library. Additionally, you may wish to check with your local copy services or rental agencies about renting one. This is usually done on an hourly basis. If you are not a good typist, you may want to simply pay someone to type it for you.

•Be sure to use a clean ribbon..
•A carbon ribbon makes a sharper image than a fabric ribbon.
•Final copy is neat and free from messy corrections.

B. **Word Processing** - With the advent of the microcomputer and word processing software, using a computer to prepare a resume is an increasingly popular option. In most cases there is absolutely no difference in the final appearance of a word processed resume from that of a typed resume. However, the benefits of printing additional copies, the ease of revisions, and graphic choices may make word processing a more attractive option.

•Be sure to use a letter quality printer.
•Avoid dot matrix printers as they are hard to read.

Note: The College's Vax computer system has a good word processing package that will allow you to prepare your resume with ease. For a nominal charge the staff of the Educational Computing Office can print your resume out on good quality bond paper using a letter quality printer.

C. **Typesetting** - Although a typeset resume is probably the nicest looking way to prepare a resume, it is also the most expensive method. It is probably a good investment in time to call several print shops to get price estimates on typesetting charges. Prices may vary significantly from one printer to the next. When you visit print shops ask to see samples of their work, along with the variety of type styles and type sizes available.

- Find out what the printer's typesetting fees are up front.
- Review type styles and point sizes available.
- Explore graphic options such as bolding and underlining.
- Ask to be able to proof the copy before they give you the print ready final product.

Note: In seeking co-op or internship employment, typesetting may be fancier than you really need to get.

Whichever option you choose to prepare your resume, be sure to have at least one other person proofread your final copy for errors prior to having it duplicated. Feel free to have any of the counselors in the Career Development Center proofread your resume. A little extra time spent in proofing your resume can prevent needless mistakes.

RESUME DUPLICATION TIPS

A. **Reproducing your original:** With the original of your resume prepared in the final form, you will need to prepare copies of it to use for applying for various positions.

A professionally printed resume will almost always produce the finest quality copies. However, this is probably not necessary. A good quality photocopy machine can produce almost as sharp an image as a printed resume for only pennies a copy. High quality photocopy machines can be found at almost any printshop or copy service. A nicely prepared original of your resume, whether typed, word processed, or typeset, can usually be copied on to a good stock of paper for between 15 and 50¢ each.

Note: Public copy machines located in shopping malls and libraries should be avoided! Copies from these machines are usually economical, but the quality in general is terrible. This is because copy machines in these settings are typically over used and the copy surfaces get dirty quickly.

B. **Paper Stock:** Select a good quality stock of paper for the reproduction of your resume (20 pound or more). Bond, linen, or classic laid paper stocks are especially nice and generally cost from 2 to 5¢ a sheet.

White paper is universally accepted and is generally the best bet in color selection. Off-white shades such as beige, light tan, cream, ivory, and pale gray are generally accepted color choices. Bright colors and other pastels are not appropriate.

There is really no "one best method" for preparing and reproducing your resume. Convenience and cost will undoubtedly play a major role in the choices you make. Whatever method you choose, your resume should be something you are proud of and adequately reflect your unique background and skills.

COVER LETTERS AND OTHER JOB SEARCH CORRESPONDENCE

Effective letters are an essential element of any good job search campaign. The following section has been developed to draw out some of the situations in which you may need to write letters in seeking and confirming your Career Development co-op or internship.

Every letter you write is an opportunity to make a good impression on a prospective employer. Many job seekers overlook the importance of well-written letters. The following quote illustrates one top executive's view on the importance of well thought out and prepared cover letters.

> *"If job seekers realized how important good written communications are, they would work much harder on the letters they write. Letters which accompany resumes are very often the only chance candidates have to convince employers to invite them in for interviews. Yet most of those letters are routine and uninspired. They don't motivate employers. They fail to project good reasons why their authors should be seen."*
>
> Mr. Louis T. Hagopain
> Chairman and C.E.O.
> N W. Ayer, Incorporated

Now that you know cover letters are important, here are some letter writing suggestions and some actual letter examples to assist you in beginning to develop your own job search letters.

TIPS FOR CREATING EFFECTIVE COVER LETTERS

What is a cover letter?

A business letter that is an additional opportunity to "sell" your abilities to an employer.

How can it be used?

The cover letter can be:

1. Sent with the resume to highlight special abilities that aren't mentioned in the resume or emphasize how your skills match the job requirements.

2. Sent by itself to potential employers in a "letter campaign" when you are looking for possible job openings.

What should it look like?

Like your resume, a cover letter should:

1. Contain up-to-date information (no crossing out of changed phone numbers, addresses, etc.)

2. Have perfect spelling and be free of typing errors and obvious erasures.

3. Be typed on good quality paper.

4. Be centered on the page (not too high or low) and usually take up only one page.

What information should it include?

A cover letter should fit the job for which you are looking (a letter highlighting secretarial skills is not appropriate for a sales position). The following is a suggested format:

1. Your name, address, phone number, date of letter.

2. Addressed to a specific person, if possible.

3. A "grabber" first sentence. Most employers are busy people. They don't have a lot of time to spend reading their mail. If a letter doesn't "grab" their interest right away, they probably won't bother to finish it. A "grabber" indicates you know something about this company or organization and how you can be of benefit to them.

   Example: "Since your company received most of its profit from selling garden plants, I believe my training in the horticulture program at the Garden Center will be of help to you."

4. A paragraph that highlights your experience, abilities, accomplishments that fit this possible job and will benefit this employer.

Sentences like: "I have excellent math skills . . . I have in-depth knowledge of equipment repair . . . I can type 70 words per minute . . . I increased sales by 30% . . . I coordinated a school fair."

5. A paragraph that includes any special training or personal strengths that you have that make you a valuable potential employee.

6. A final paragraph with a follow-up plan.

Design your own cover letters with these thoughts in mind:

- The purpose of the letter is not to restate the facts in the resume, but to arouse the interest of the person reading it and make him/her want to read the resume. Relate it to your resume as much as possible. Highlight or point out particular parts of greatest interest. But don't duplicate the resume.

- Put yourself in the chair of the employer and ask, "Does this person fit my need? Do the qualifications meet my requirements? Does this person really know what he/she wants based on the information in the resume?"

- Develop your experience and interest to the needs of the organization.

- Be specific in your accomplishments so the employer can set a frame of reference for comparison.

- Whenever possible, address the letter to a specific individual in the company.

- Be clear, concise, and to the point.

- Read your letter out loud and have someone proofread and listen.

- Avoid repetitions, flowery and glowing adjectives. Be truthful and honest.

CONCLUDING THOUGHTS

A cover letter should highlight key points of your education and experience to show how they will help you fit into the organization you are pursuing.

Once your letter and resume are written, you should ask the following questions:

- Does your letter grab the reader's attention?

- Does the letter enable the reader to see how good you are and make him or her want to get more information?

- Does the letter indicate how you can benefit the organization?

OTHER JOB SEARCH CORRESPONDENCE

Inquiry Letter

This is a simple request for information. You may request an annual report or descriptive brochure. You may request the names of persons to whom you could direct a further inquiry.

Example: You may write to the Advertising Club of San Francisco and request the names of two or the three members who might be willing to give you information regarding employment prospects in "Point-of-Sales" advertising.

Thank-You Letter

Thank-you letters are a demonstration of good manners. They are also good job search strategy.They provide a tremendous opportunity to present a positive image of yourself and to make the recipient of the letter feel food about his/her own self-image. Following an interview, write to the employer in whom you have a special interest. Strive to include some reference to your conversation which will help the employer remember you. After a Job Fair, write thank-you letters to participants who have been especially helpful. Write to secretaries as well as executives who have been helpful.

Follow-up Letter

When you expect to hear from an employer and haven't, it may be appropriate to write a letter to "nudge" him/her into action. Keep the letter polite and positive. Remind the employer of your identity. Restate your continued interest. Ask for action or clarification of the status of your application.

Acknowledgement Letter

When the happy day arrives with an offer from an employer, you should immediately acknowledge receipt of the offer. State your understanding of the terms of the offer and indicate a date by which the employer may expect to receive an answer from you. If necessary, you may wish to ask for an extension of the decision date requested by the employer.

Acceptance and Regret Letters

When you write to the employer accepting the offer of employment, state your understanding of the terms of employment. Include the starting date.

When you accept one employer, you must reject others. Write a simple note of thank you to those employers you are rejecting. State your appreciation for the time and interest they have shown you. It is important to follow through on this so future Kalamazoo students can also pursue these organizations for internships.

For examples of each of the above mentioned letters, see the sample letters that follow.

Request for Information Letter
To Begin Internship Job Search

Marilyn St. John
Kalamazoo College, Box 52
Kalamazoo, Michigan 49007

October 26, 1988

Mr. Charles Percy
College Relations Manager
ABC Corporation
One ABC Plaza
Southfield, Michigan 48227

Dear Mr. Percy:

I am writing to you because I have an interest in learning more about the products and services of the ABC Corporation. As an Economics and Business Administration Major at Kalamazoo College, I have an interest in learning about the latest in American manufacturing technology.

I would like to request any information that you could send me about ABC Corporation. Information such as an annual report, information on your product and service line, and whether your corporation has an internship or cooperative education program would be most helpful. If your firm does have an internship or cooperative education program, I would also like to request information about your program, an application, and the name of a person with whom I could correspond.

Any help and assistance you can provide in helping me learn more about the ABC Corporation is much appreciated.

Sincerely,

Marilyn St. John

Marilyn St. John

Sample Cover Letter
Seeking an Internship

Anne Roe
1321 Orkney
Ann Arbor, Michigan 48103

February 15, 1988

Mr. Donald Dufek
Vice President for Personnel
Domino's World Headquarters
Earhart Road
Ann Arbor, Michigan 48105

Dear Mr. Dufek:

The success and expansion of Domino's must be due in part to the quality of its employees. I would like to have a chance to work in such a dynamic atmosphere. I am currently a sophomore at Kalamazoo College, working towards completing a degree in economics. I am seeking employment for the Spring of 1986.

During the past two years I have become increasingly interested in the use of quantitative and statistical methods applied to marketing and production decisions. I would like to obtain practical experience in a business such as yours. Working with Domino's will give me the opportunity to learn, first hand, about working in a business atmosphere and will help to direct my future.

With the courses I have had, including accounting and statistics, I feel very comfortable and confident working with numbers and solving quantitative problems. I have computer experience, am able to manage my time efficiently and enjoy working with other people.

Enclosed please find my resume which is provided to give you additional information about my education and work experience. I would welcome a telephone or an in-person interview to describe in greater detail the skills I can offer Domino's.

If you have questions or would like more information on the Kalamazoo College Co-op and Internship Program, you can contact Mr. John Mosser, the program director, at 616-383-8432.

Sincerely,

Anne Roe

Anne Roe

cc: Kalamazoo College Career Development Center

Sample Follow-up Letter When You Haven't Received
A Response from an Initial Application Mailing

John Holland
Box 125, Kalamazoo College
Kalamazoo, Michigan 49007

November 15, 1988

Mr. William R. O'Connell
Director of Personnel
City of Three Rivers
Three Rivers, Michigan 48662

Dear Mr. O'Connell:

On October 4th, I wrote to you to express my interest in possible internship employment with the City of Three Rivers for this coming spring.

I have not yet had a response and it occurs to me that perhaps my first letter did not reach you. So I'm taking the liberty of sending you a copy of my earlier letter, together with my resume.

I will be in the Greater Kalamazoo area through the 10th of December, before I return to my home in Detroit for the Christmas holiday. Would you please take a moment to review the enclosed information and let me know if you could schedule an interview with me before the 10th?

I very much look forward to your positive reply.

Sincerely yours,

John Holland

John Holland

Enclosures

Sample Thank You Letter
for an Interview

Donald Super
Box 10, Kalamazoo College
Kalamazoo, MI 49007
January 27, 1988

Ms. Patricia Watters
C-P-C Pontiac Motor Division
General Motors Corporation
Pontiac Fiero Plant
One Pontiac Plaza
Pontiac, MI 48226

Dear Ms. Watters:

Thank you for a most informative, helpful, and enjoyable interview. After our conversation on Tuesday, I am more convinced than ever that my decision to pursue a career in the automotive industry is a wise one.

As we discussed, my background in Computer Science and Business Administration coupled with my experience with the College's Small Business Institute has given me a unique exposure to both the theoretical and applied aspects of business. With the interpersonal skills I've developed, and my ability to learn quickly on the job, I feel confident I could make an excellent co-op employee for the C-P-C Pontiac Fiero Organization this spring.

I anxiously look forward to hearing from you regarding the next phase of your selection process. Should you be unable to reach me at my school telephone number, feel free to leave a message for me with the College's Career Development Center at (616) 383-8432.

Sincerely,

Donald Super

Donald Super

Sample Acknowledgement Letter

John Krumboltz
1033 Winchell
Kalamazoo, Michigan 49008

January 12, 1988

Mr. Donald Smith
Cooperative Education Coordinator
James River Corporation
One River Parkway
Kalamazoo, Michigan 49007

Dear Mr. Smith:

I am writing to acknowledge your offer of co-op employment with the chemistry department at the James River Company this spring.

I am excited to be offered the opportunity to join your firm. From our conversation during my interview last month, I am convinced James River can offer me the type of employment experience I am seeking.

As I mentioned in my interview, I have an application out to one other employer. In fairness to them I would like to request two weeks to give them time to respond to my application before I make a decision on your generous offer. If this will not pose a problem for you, I will call on Monday, January 28th to notify you of my decision.

I look forward to talking with you in two weeks.

Sincerely,

John Krumboltz

John Krumboltz

cc: Career Development Center

Sample Acceptance Letter

Edwin Herr
Box 173, Kalamazoo College Kalamazoo, Michigan 49007

March 9, 1988

Ms. Ruth Jones
College Relations Manager
The Upjohn Company
7000 Potage Road
Kalamazoo, Michigan 49006

Dear Ms. Jones:

I was delighted to receive your letter yesterday offering me an internship position with your computer programming department.

The conditions of employment addressed in your letter are all acceptable to me. I will report to the Employment Office on Monday, April 6 to begin working as you requested.

I appreciate all your help in arranging my interviews earlier this year. I am excited about joining the company as an intern next month.

Sincerely,

Edwin Herr

Edwin Herr

cc: Career Development Center

Sample Regret Letter

DAVID JOHNSON
912 Astor Court
Portage, Michigan 49081

March 12, 1988

Dr. Steven Goldberg
Woods Hole Marine Biology Center
1015 Ocean Drive
Parkview Hills, Florida 33761

Dear Dr. Goldberg:

I appreciate the internship opportunity that you have offered me to work as a Research Assistant in your Snail Darter Laboratory.

In evaluating the opportunity to work at Woods Hole versus the two other work experiences I have been offered, I was faced with a difficult decision. After carefully weighing my career goals with each of these opportunities, I have decided that one of the other offers is more closely aligned with my career goals in Fish Pathology. I regret to inform you that I cannot accept your offer to work at Woods Hole this spring.

I appreciate the time, consideration, and confidence you placed in me by your offer. Thanks very much.

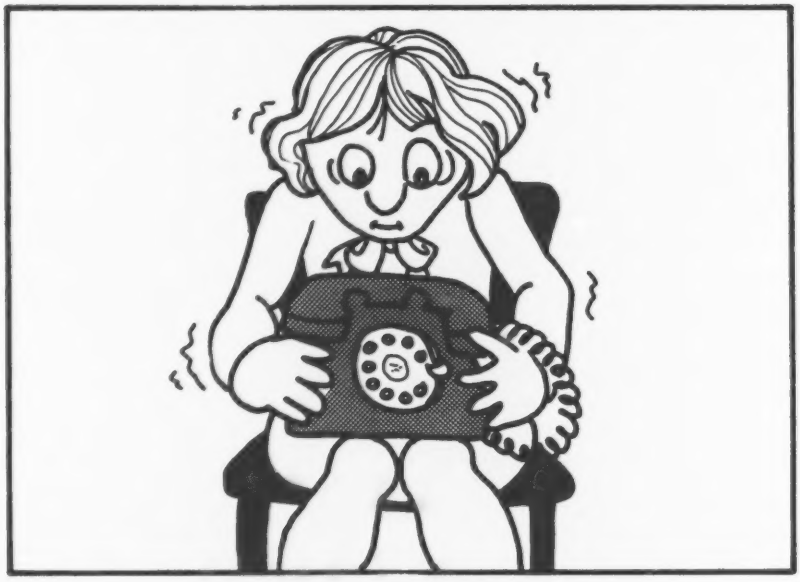
Sincerely,

David Johnson

David Johnson

cc: Kalamazoo College Career Development Center

INTERVIEWING TECHNIQUES



In conducting the job search for a co-op or internship position there are three interview situations you are likely to encounter. These are:

1. Telephone interview
2. In-person interview at the Career Development Center
3. In-person interview at the employer's work site

This section of the handbook will focus on a few issues related to each of these interview situations. In addition to reading this section, students are encouraged to attend the CDC Interviewing Techniques Workshop to learn more about preparing for employment interviews.

TELEPHONE INTERVIEWING

I. Employers use the telephone to interview potential employees when:

A. They want to screen and/or evaluate candidates from whom they have received resumes.

B. A student attends a school that is not close to the employer's work site;

C. A mutually convenient time cannot be arranged between the interviewer and the student;

D. An interviewer wants to follow-up on questions they may have forgotten to ask, or if they want to invite a student for a site visit.

II. How to prepare for telephone interviews.

A. **First, recognize that once you have sent a resume, letter of application, or applied for a job you are officially in the job market!**

B. Usually you will have no advance warning before you receive such a call.

C. Employers know students are often in class or working during normal business hours. As a result calls may come as early as 6:45 a.m. or as late as 9:00 or 10:00 p.m. or on weekends.

D. Things to keep by the phone for ready access:

1. Blank paper and a writing instrument (if necessary secure them with string or tape so they won't be borrowed by others).

2. A copy of your resume and cover letters you have recently sent out. These can be put in folders or a notebook and arranged alphabetically for easy access.

3. A copy of your class schedule or current time commitments.

E. Inform others of your plans.

1. Be sure everyone who answers your telephone understands you may receive an important employment related call at any time.

2. If you go out leave word when you will return or where and how to reach you.

3. If you have an unattended phone, answering machines are a good investment. Be sure the message on your machine is appropriate!

III. When the call comes:

A. Pay attention to how you answer the phone. Avoid the "yah" or "Joe's Pizza Palace." A simple "hello" is the best bet.

B. Immediately express your pleasure when the caller states their company affiliation. However, don't react as if you have just won the million dollar lottery.

C. Assess the environment around you. If there are distracting background noises, ask permission to leave the line while you close the door, turn off the stereo, or inform others present you have an important call.

D. What should you do if the call comes at an impossible time? Tell the caller although you are eager to talk you cannot speak freely at that moment. Ask if you can call back in a few minutes. Write down the person's name and complete phone number. Then return the call promptly.

IV. Ending the call.

A. At the conclusion of a telephone interview the caller will explain what you should expect to happen next, e.g. follow-up meeting, a letter, etc. If they don't, politely ask what is the next step.

B. Be sure to thank the person for calling you.

C. Express your interest in working for their organization.

D. Offer to send extra copies of your resume, transcripts, references, or other materials that might be helpful.

E. Before they hang up, be sure you've got the caller's full name, job title, address, zip code and telephone number.

If you didn't catch the caller's name at the beginning of the call, ask how to spell the name correctly.

F. Write a thank you letter for the phone interview, and refer to topics that were discussed.

V. Things to remember.

A. On the phone all the caller has from which to make an assessment of you are your responses and your tone of voice. Energy and enthusiasm are generally positive.

B. Good grammar makes a positive impression while slang usually does not. Try to avoid "you know," if possible.

C. Don't chew gum, sip a drink, eat or smoke.

D. Listen closely to everything the caller says. Be certain the question has been completed before you begin answering.

E. Remember the questions you want answered and be sure to take notes.

F. Practice by having a friend or suitemate interview you on the phone. A tape recorder may be a useful tool in helping you polish your telephone skills.

IN-PERSON INTERVIEW

I. Preparing for the interview: You should have already done your research on the company. Now, there are some additional things you can do that will help you project a confident and self-assured image during the interview.

A. Try to anticipate the interviewer's questions. What would you want to know if you were doing the questioning? What personality traits will he be looking for? How can I best present the skills that will meet his needs? And so on. The following list is representative of the type of questions that might crop up in an interview, and that you should practice answering until you are comfortable with your responses.

1. Tell me about yourself.
2. What are your greatest strengths and weaknesses?
3. How would you describe yourself?
4. How do you work under pressure?
5. How do you think a friend or professor who knows you well would describe you?
6. What motivates you to put forth your greatest effort?
7. How do you determine or evaluate success?
8. In what ways do you think you can make a contribution to our company?
9. What two or three accomplishments have given you the most satisfaction? Why?
10. What have you learned from your mistakes?
11. What major problems have you encountered and how do you feel you dealt with them?
12. How has your college experience prepared you for a career in _____?
13. Describe your most rewarding college experience?
14. Why did you select Kalamazoo College?
15. What led you to choose a major in _____?
16. Which college subjects do you like best? Least? Why?
17. If you could do it all over again, would you plan your academic study differently? Why?
18. Tell me about any internships you may have had.
19. Do you have plans for continued study? An advanced degree?
20. What is your GPA, and do you think it is a good indication of your academic achievement?

21. What have you learned from participation in extra-curricular activities?

22. What are your long and short-range career goals? Why did you establish these goals, and how are you preparing yourself to achieve them?

23. What non-career goals have you established for yourself for the next ten years?

24. What do you see yourself doing five years from now?

25. What are the most important rewards you expect from your career?

26. What do you expect to be earning in five years?

27. What qualifications or qualities should a successful person in your career field possess?

28. Describe the relationship that should exist between a supervisor and his subordinates?

29. In what kind of work environment are you most comfortable?

30. Why should I hire you?

31. Describe the ideal job for you following graduation.

32. What influenced you to seek an interview or position with this company?

33. What do you know about our company?

34. What two or three things are most important to you in a job?

35. What in your work experience will help you if you are employed by our company?

B. Remember that some interviewers are experienced and others are definitely far from it. This can lead to some pretty weird questions by which the interviewer is fumbling to form a picture of you as a candidate. In the back of this section you will find a representative list of questions that could pop up during the course of your interview. Rehearse your answers carefully - they will give you added confidence and help you to field any other awkward questions that may crop up.

C. Prepare and time a statement that will answer the frequently asked questions, "Tell me about yourself." If should include a concise, organized summary of your qualifications, taking not more than two or three minutes to present. Great opportunity to present all your "why you should hire me" strengths!

II. The interview itself.

A. Be on time.

B. Be well dressed, in terms of the area of the country you are in. If you are a man, a dark, conservative suit, matching tie, long-sleeved white shirt go well in the

northern and metropolitan area,. Good grooming and polished shoes are, of course, a "must."

For woman, a conservative, good-looking, business-like outfit with appropriate makeup and hair style is a dependable option. At all times, dress to fit the environment where you would like to work.

C. Be self-assured and quietly confident. Remember that the interviewer is often as nervous as you are. You have been invited in because he or she believes you have something of value to offer. Confirm that impression.

D. Be pleasant, smile and give a firm handshake. You should (even though you are nervous) convey the impression that you are glad to be there and looking forward with interest to a stimulating discussion.

E. Reply to all questions in a positive manner. Don't ramble. If you don't know the answer, say so.

F. Be alert and receptive to any signals, gestures, facial expressions, reactions, silences, etc., that can give you an indication of the interviewer's real needs, problems and priorities.

G. Remember that the interview is a two-way street. Ask questions about the job, the company, and its goals that will convey your enthusiasm and stimulate an exchange of ideas.

H. Keep your cool at all times. Don't argue, don't lose your temper. Some interviewers (fortunately not many) like to use a stress interview to test a candidate under pressure. Take your time, answer calmly.

I. Don't oversell. Be factual and honest. If the job calls for skills that are beyond you, admit it and don't try to "reach." Your credibility is a priceless asset.

J. Make sure that your key accomplishments get woven into the conversation.

K. Don't get involved in salary discussions until you have made a sale. If the question arises early, use generalities.

L. Don't discuss politics, religion, or personalities of your previous employers

M. As the interview progresses to the point where the interviewer appears to have all the necessary information about you, it is important to try and determine if it went well or not. At this point, you will probably be asked if you have any questions. If the answers are perfunctory, things probably have not gone well. You have an opportunity here to offer any further positive information that might help your cause. If he or she provides detailed answers to your questions, and really tries to sell the job and the company, things have probably gone well. Questions applicants frequently ask interviewers include the following:

1. What would a normal working day be like in this position?

2. About how many individuals go through your program each year?

3. When does the training program begin?

4. Is this position more analytical or people-oriented?

5. During training, are employees transferred between functional fields?

6. Can I progress at my own pace or is it structured?

7. Do employees normally work many hours of overtime?

8. Will I be expected to meet certain deadlines? How frequent are they?

9. How often are performance reviews given?

10. Are there any rules about dress and personal appearance?

11. Have any new product lines/services/curricula been announced recently?

12. What is the housing market like in _____?

13. Does the firm provide employee discounts?

14. Is public transportation available? Is it adequate?

N. It is now important to thank the interviewer for the time made available to you and to ask what the next step will be. If possible, set a date for a for a call-back to determine the outcome. A successful interview will usually lead to a return invitation to meet other company representatives.

III. After each interview, make sure that you conduct your own personal "critique." Here are some questions to ask yourself:

A. Did you talk too much? Not enough?

B. Did you listen well?

C. Did you present your key accomplishments in an effective manner?

D. Did you leave the interview with a good feeling?

E. Did you establish a good rapport? If not, what went wrong?

F. What follow-up do you plan?

G. What could you have done better? What do you have to improve for the next time?

IV. Follow-up on the interview.

A. Write a follow-up letter to the interviewer that:

1. Thanks him/her for the interview;

2. Expresses your continued interest in the job;

3. Briefly underlines your key skills and how they can meet the requirements of the position;

4. States that you intend to follow up with a phone call by a given date to determine the next step in the process.

B. If you are no longer interested in the position, write a letter that:

1. Thanks him/her for the interview;

2. Clearly outlines your position;

3. States your interest, if appropriate, in other positions in the company that may be more in line with your capabilities, and requests consideration when openings should arise in these areas.

FINDING HOUSING

One of the most important issues you will face as you approach your work experience is where you are going to live. In some cases room and board are provided as part of the compensation. In these situations you will only need to worry about what supplies and necessities of life you will need to bring with you (such as linens, cooking utensils, a Walkman, etc.)

However, for the majority of jobs, housing is not supplied as a part of the compensation package. In these situations you will need to find your own housing. The College does not provide direct assistance in this process. There are three reasons for this. First, with our limited staff it would be impossible to make arrangements to house all students in the variety of locations in which "K" students work. Second, the details involved in finding housing are an important part of your career development experience. Lastly, the type and quality of housing available varies so greatly that what is ideal for one student may be intolerable for another.

SUGGESTIONS AND RESOURCES AVAILABLE TO ASSIST YOU IN FINDING HOUSING FOR YOUR CO-OP OR INTERNSHIP

KINDS OF HOUSING

There are many types of housing potentially available to students seeking a place to stay for one or two quarters. Some of these are:

- *Apartments or Houses:* Generally the most expensive alternative, but one that offers the most independence and privacy. Ten week or three month rentals are hard to find in some cities, although there are apartments available by the week or month. Usually a security deposit is required. You may be able to sublet from someone trying to move before their lease is up.

- *Rooms for Rent:* Many people take borders into their homes for a very reasonable rate. These are often widows or widowers or others who find themselves with extra space. Some provide meals and/or kitchen privileges. Degree of privacy and independence afforded varies, but is usually sufficient. Available on a weekly or monthly basis. Usually no security deposit required.

- *Residential Hotels, YMCA/YWCA's*: Rooms rent by the day, week or month. Often in downtown locations and in older buildings. May be a variety of types of fellow residents. Rent is less than an apartment, but can still be substantial. Also may be available on a daily basis, and may be convenient when you first get to town. Usually no cooking facilities, and cooking on a hot plate is generally prohibited.

- *University or College Housing:* Dorm rooms may be available to students from other schools, though schedule and meal considerations often make this a hassle. Write the housing office or the Student Affairs office at schools near your placement.

- *Fraternity/Sorority Houses:* Houses with empty rooms may rent them to other students, particularly in the Spring. Several students have been very successful with this in the recent past.

RESOURCES FOR FINDING HOUSING

There are many sources of information concerning housing opportunities. Use your imagination! The more obvious include:

- *The Career Development Center:* The Career Development Center has three primary sources of information which may be helpful in starting your search for housing including:

    1. Housing and geographic information files: The CDC has collected maps, tourist information and housing information from many states. This information is available for viewing in the CDC any day during business hours.

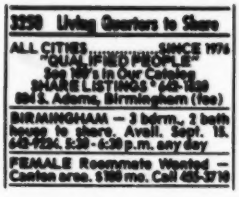
2. Co-op and internship files: The co-op and internship files contain information on where and how most students found housing in cities around the United States. This is a very good resource and should not be overlooked.

3. Alumni information: CDC counselors keep records of alums of the College that are willing to offer housing to students working on internships in their area. Consult with a CDC counselor if you would like information on alumni contacts in a particular location.

•*Newspaper Classified Ads:* Daily and weekly newspapers are a fantastic source of housing leads in any location. Not only will classified ads give you actual housing options, but they can also give you an idea of the range of rental fees in a given location.

Out-of-town newspapers are accessible through libraries and local news stands.

•*Special Note:* You may want to run a classified ad in a newspaper in the area in which you want to live also. Following are some examples of the types of ads you might see in any newspaper.



3250 Living Quarters to Share

ALL CITIES SINCE 1976
"QUALIFIED PEOPLE"
See 100's in Our Catalog
SHARE LISTINGS * 645-1239
and S. Adams, Birmingham (fee)

BIRMINGHAM — 3 bdrm., 2 bath house to share. Avail. Sept. 15. 642-9264, 8:30 - 6:30 p.m. any day

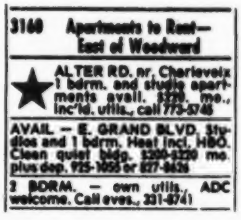
FEMALE Roommate Wanted — Canton area. $180 mo. Call 455-3710

3140 Flats to Rent, Furnished—Unfurnished

A large 2 bdrm., firepl., gar., burglar sys., $500, Section 8 and working only. 272-7678.

A LOWER — 3-bdrm., $250 plus sec. Lenox/Jefferson. 882-4345

ALTER-MACK — Sharp 2 bdrm., $795, Call Jan 237-4792, 882-4619

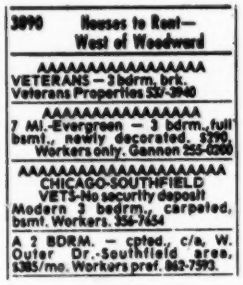


3160 Apartments to Rent— East of Woodward

ALTER RD. nr. Charlevoix 1 bdrm. and studio apartments avail. $720. mo., inc'ld. utils., call 773-5745

AVAIL. — E. GRAND BLVD. Studios and 1 bdrm. Heat incl. HBO. Clean quiet bldg. $350-$550 mo. plus dep. 925-1055 or 827-8826

2 BDRM. — own utils., ADC welcome. Call eves., 331-8741



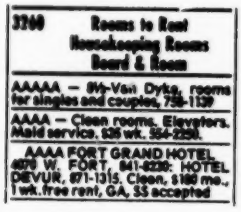
3090 Houses to Rent— West of Woodward

AAAAAAAAAAAAAAAA
VETERANS — 3 bdrm. brk. Veterans Properties 532-3940

AAAAAAAAAAAAAAAA
7 MI.-Evergreen — 3 bdrm., full bsmt., newly decorated, $790. Workers only. Gennon 255-0200

AAAAAAAAAAAAAAAAAAAA
CHICAGO-SOUTHFIELD
VETS-No security deposit
Modern 3 bedrm., carpeted, bsmt. Workers. 356-7454

A 2 BDRM. — cptd., c/a, W. Outer Dr.-Southfield area, $385/mo. Workers pref. 862-7593.



3260 Rooms to Rent Housekeeping Rooms Board & Room

AAAAA — Wh-Van Dyke, rooms for singles and couples, 758-1139

AAAA — Clean rooms. Elevators. Maid service. $35 wk. 554-2250.

AAAA FORT GRAND HOTEL 4070 W. FORT. 841-0220. HOTEL DEVUR, 871-1315. Clean, $180 mo., 1 wk. free rent, GA, SS accepted

•*Friends and relatives:* Check with those in the area you are going to. If they don't have space for you themselves, they can do some looking for you before you arrive.

•*Colleagues at Work:* Someone may need a roommate or have an extra bed or couch. You never know until you ask. Also check bulletin boards at work, particularly if doing an internship on Capital Hill in Washington, D.C.

•*University Housing Offices:* Often have lists of apartments or rooms for students (e.g. WMU for Kalamazoo). If they won't give you a list, check their bulletin board.

•*University, supermarket and laundromat bulletin boards:* Often contain notices of apartments or rooms, or people seeking roommates. Ask around to see which are the best to check.

•*Real Estate Offices:* Sometimes list apartments for rent. Be sure you know if there is a fee involved. If you have to pay one it's probably best to look elsewhere.

•*Housing Assistance Offices:* Many cities have agencies that help people find a place to live. Check the phone book and/or call the City Switchboard or information number.

•*Clergy:* You may be able to get help from a minister of your denomination. Check with your home minister to get the names of clergy to contact where you will be, or simply go to a nearby church and ask. Maybe a member of the congregation will have a room available.

•*Walk the streets (carefully!):* Particularly in cities, people with rooms or apartments to rent may simply announce this via signs in their window.

CONSIDERATIONS

Obviously there are alternatives. Your choice of housing will depend on numerous factors, including:

•*Rent:* How much, and when is it due? Remember that a month is more than four weeks when making comparison between weekly and monthly rates.

•*Deposit:* Some landlords require a damage deposit, and occasionally a non-refundable cleaning fee. Sometimes your last month's rent is required as a deposit. Thus, the bulk of your rent for the quarter may have to be paid at the beginning of the rental period. This may present you with cash-flow problems, as your wages are paid evenly through the quarter. Also note that your first payroll check may not come until you have been on the job three or more weeks. Advances are hard to arrange, either from the college or from your employer.

•*Utilities:* Be sure you know if you will have to pay bills for heat, electricity, gas, water, garbage, parking, laundry, telephone, etc. One advantage of renting a room in someone's house is your share of utilities is usually included in the rent.

•*Transportation:* Access to public transportation and/or availability of parking should be considered. Also consider your commuting time and costs.

•*Furniture:* Is the apartment furnished or unfurnished? Note that a stove and refrigerator are usually included even in unfurnished apartments.

•*Security:* Safety, particularly at night or when alone, is a factor to consider. Ask neighbors, landlords, fellow workers, the police, the local librarian, etc., for information here. Also, remember to look at the night lighting on the street and entry way of prospective housing. In larger communities, guide books to the city may also be helpful.

•*Independence:* Think about how independent you are prepared or want to be before you begin your search for housing.

•*Neighborhood:* Where you live can be as important a part of your career development experience as where you work. Many students have lived in areas with an ethnicity different from their own, and been very glad for the experience.

•*Roommates:* Sharing housing can cut costs dramatically, but can also be tricky, particularly if you don't know the people involved. Taking time and asking questions in the beginning can save problems later.

•*Initial Housing:* If your housing is not completely arranged before you go to your placement (and it usually is not), think about having a place to stay while you are getting settled.

Families of other "K" students, "K" alumni, friends, relatives, residential hotels or YMCA/YWCA's or American Youth Hostels may all be options.

For additional ideas and suggestions, be sure to talk with a staff member in the Career Development Center.

ON THE JOB:
TIPS FOR MAKING THE MOST OF YOUR CAREER DEVELOPMENT EXPERIENCE

Four different areas will serve as major components of your career development experience. This will be true whether you are in an internship, a co-op job, or a job that you have held before. Each area is potentially important and valuable to your experience.

YOUR WORK: THE CO-OP OR INTERNSHIP EXPERIENCE

Responsibilities: In being accepted for an internship or co-op job, both you and the organization are voluntarily taking on a set of responsibilities. Both parties should take them seriously. You have the right to expect that the people that accepted you are interested in you, in your work during the quarter. They have the right to expect that you will act conscientiously and in good faith, in the same way that you would like to be treated if you were in their place. This is true whether you are being paid or have agreed to volunteer your time.

In accomplishing this, two guidelines can be important. First, talk about your work and your experience as it is happening. Your supervisor and co-workers need to get feedback from you just as much as you need to get it from them.

Second, be patient. An internship is not made or destroyed overnight. Give yourself and the organization time to get to know each other. Your internship will change with time, usually for the better. The first few days - even the first weeks - can be relatively difficult.

Orientation: Your orientation to the organization with which you are working may be formal or informal, depending upon the time you start, the type of organization, the work load of your supervisor, whether or not you request an orientation, and many other factors. Some supervisors may be thinking of your internship in different terms, and it may not occur to them that you would be interested in going to a new employee orientation unless you suggest it. If there is not a formal orientation, try to get an informal orientation anyway, even if you end up giving it to yourself by choosing what questions you ask. Remember that you are primarily responsible for the success of your work experience.

At the end of your orientation, whether formal or informal, you will want to have at least preliminary answers to several questions, including:

- What is the basic mission or purpose of the organization?
- What is the mission of the specific part (or parts) of the organization with which you will be involved?
- Where are the basic parts of the organization located, physically (e.g., where is the personnel department, the cafeteria, the organization's library, the business office, etc.) and in terms of an organization chart. Ask your supervisor to see the organization chart of the

whole organization, of your department or division, etc. If there is no formal one, write up on informal one for yourself, and check out its accuracy with your supervisor.

•Who are the people in the organization? You will probably be taken on a tour to meet your co-workers on the first day or two. Learn who these people are, and what they do. Learn their names. Call them by name and they'll remember yours.

•Where will your place be in the organization?

You can speed your orientation process through reading. You will likely be given a number of brochures, pamphlets, reports, etc. to assist with your orientation. Read them, and seek out more. Ask your supervisor about things that he or she thinks might be helpful for you to read, and where you can find them.

TIPS ON STARTING OUT

First impressions are all important in starting any new job. Bad first impressions are sometimes difficult to change.

•*Dress:* Look for clues from your supervisor and co-workers. Ask about a dress code, or expectations they may have for you. On your first day dress simply, neatly, conservatively. Good grooming is a must, and is much more significant than your wardrobe. People will not expect you to own a million dollar wardrobe, but they will expect you to have good standards of personal hygiene.

•*Promptness:* Plan ahead. Know when you are expected to be there on the first day, plan your transportation, parking, etc. accordingly. Oversleeping on the first day may well be forgiven, but it is not likely that it will be forgotten.

•*Rules:* Most organizations have some explicit rules (e.g., in an employees handbook). Find out what they are. Assume that they apply to you as much (or more) as to any other worker (even if you are only a volunteer) unless told that they do not. Asking questions about what is expected of you is a much better practice than risking wrong assumptions.

•*Attitude:* This is your greatest asset, particularly starting out. A positive attitude will benefit you and your co-workers immeasurably.

•*Attendance:* Arrange yours in advance, particularly with regard to days off. Remember the common courtesy of telephoning if you are sick or cannot avoid being late. As an intern, it is likely that you will have more leeway than others. This is a privilege that is best not to abuse! Try to attend staff meetings regularly.

•*Respect the time of others:* Consider your supervisor's and co-workers' time when seeking help on your assignments, or with your orientation. Schedule things in advance as much as possible, instead of waiting for what looks to you to be an empty moment in the other person's activity.

•*Dependability:* The more dependable you show yourself to be (both in terms of attendance and work on assignments), the more responsibility you will earn and will be given.

PROBLEMS ON THE JOB

There are a number of difficulties that can arise on the job. While these should not cause major problems, it is helpful to have considered them ahead of time.

- *Resentment:* As Tim Stanton and Kamil Ali write in their guide to internships, "Some interns discover, much to their surprise, that co-workers resent them because of the special nature and flexibility built into most internships. After all, your co-workers are not allowed to interview the vice president or attend board meetings, as you may be able to do. It is your supervisor's responsibility to explain your role to your fellow employees, but you can help by being sensitive to this issue and sticking to the role of "regular" employee as much as possible. Also, be curious. Co-workers may enjoy having interns around as new folks to talk to and as people with new, fresh perspectives on the workplace. Conversation and open exchange is your best route to good relationships with other members of the staff. Avoid petty internal struggles and do not yield to pressure to take sides when it is inappropriate, which it usually will be." (The Experienced Hand, p. 49)

- *Communications:* If you feel that you are being ignored, or that your ideas are not taken seriously, ask yourself about how well you are communicating them before getting upset. It may not be the case that someone is ignoring you, they may simply not have understood your idea or comment. Communication is indeed a two-way street.

- *Discrimination and Sexual Harassment:* These problems need to be promptly checked out with the people involved. Do not let the problem fester, or grow out of hand. If someone is treating you in a manner that is offensive, immediately and politely tell them. If the problem continues, consult your supervisor. Ask for help from your co-workers if you feel you need it.

- *Leaving a Bad Work Situation:* It doesn't happen often, but occasionally an employment experience can turn into a bad situation. A good faith effort should always be made to improve a work situation before resignation is considered. If you are unhappy with your job, always discuss your concerns with your supervisor. Give your supervisor an opportunity to work with you to iron out problems that may have developed. Lack of communication is usually at the root of all work related problems. By verbalizing your concerns you may be able to effectively head off the need to resign from your position.

If you have made a sincere attempt to work with your supervisor to improve problems in your work environment and you feel the problems cannot be worked out, resignation may be the only option. This should always be considered as the option of last resort. You are asked to call the Career Development Center to discuss this action prior to terminating your employment. When you resign from a work experience, it is important to exercise the highest level of professionalism possible. Resignations should always be typewritten. Advance notice is a common courtesy which is expected. Two weeks notice is the usual time period prior to your last day of work.

YOUR WORK ASSIGNMENTS

•Discuss your work experience in concrete terms with your supervisor early on. Use your Career Development Co-op and Internship Learning Contract as a vehicle to do this.

•Discuss your objectives, both long term and immediate, with your supervisor. Find out what objectives the supervisor has for you, and what work or projects. Discuss the priority of different assignments.

•Write up your plans for meeting the objectives. Identify what resources (people, information, money, etc.) are available to you in so doing. Project a reasonable time frame for accomplishing the tasks. Check out this plan, and the availability of these resources, with your supervisor early on in each project.

•Accept constructive criticism in the spirit in which it is meant. Recognize your relative lack of experience, and use it to your benefit.

•Do not assume that your supervisor knows what you are doing all of the time, or how you feel about it. There is sometimes a tendency to see supervisors as all knowing. They are human too, and may forget to ask you how things are going, or may have unrealistic expectations for you (too low or too high). Go out of your way to keep them informed (without being a pest about it!). If it is difficult for your supervisor to talk with you when you need to, write up a brief progress report, or a list of questions. A brief written communication often serves to organize your thinking, to make for a better quality discussion, and to avoid misunderstandings. Provide your supervisor with xeroxed or carbon copies of your written communications with others. This can be an effective way of letting him or her know what you are doing.

PROGRESS

At various times throughout your work experience, it will be valuable for you to evaluate your progress and your performance.

•Are you meeting your deadlines?

•Are you using your time efficiently?

•Are you enjoying your work? If not, why not? Internships are generally fun, as well as educational. If yours is not, find out why it is not, and take some action to change the situation for the better. No one else will do this for you.

•Are you making the most of your abilities? If you are not challenging yourself, or if the job is not challenging you, figure out a strategy to change this. Ask for more work, or more varied work.

YOUR LOCATION: THE OPPORTUNITY OF GEOGRAPHY

There should be much more to your learning experience than simply the work you do on the job. You have a tremendous opportunity to explore the relationship that exists for all of us between our work, and our location. And this is equally true if you are living at home or if you are in a city that you had never been to before. Even if you have lived there all of your life, challenge yourself to see your environment through the eyes of a stranger. We offer these suggestions:

- Make one of your objectives getting to know the area as quickly as possible. Consciously seek to orient yourself to the location. Get a detailed map, and perhaps a guidebook. If you have been there before, look for what you have never seen before.

- Become familiar with whatever public transportation is available. The only way to do this, of course, is to use it. Get a transit system map right away. Go beyond buses and subways. Use a taxi once or twice. Think about how you would get around if there was a transit workers strike, or a gasoline shortage, or a blackout.

- Read the newspaper regularly, or several newspapers! What are issues of local importance? Why are they important? Do they affect you? Would they if you were going to be there for a long time?

- Get to know your neighborhood and your neighbors. Walk around. Explore, simply for the sake of exploring.

- As you find out what there is to do. Figure out a schedule for doing these things, and start! It is a shame to realize half-way through the quarter that you haven't yet begun to see the sights! Remember that there is a lot that you can do that is free.

- Above all, take advantage of what is around you!

- How is being a full-time employee different from being a full-time student?

- Career exploration: Make a point of doing some career exploration during your work experience. Look for people with whom to gather career information. Feel free to ask questions (i.e. "What sort of education or training should I have to do this job? "What do you like about your job?", etc.). People generally like to talk about their work, assuming they have the time. Don't feel embarrassed about asking questions. Also seek out written career information. What sorts of professional publications do your co-workers read? Are there student memberships available in appropriate professional organizations? What advice do your supervisor and co-workers have for you? You may not find out if you don't ask.

- Many interns collect materials such as newspaper articles, reports and research which they have personally helped develop as well as publications of the business for which they worked. These items may become part of a portfolio for use in seeking future employment opportunities or serve as reminders of the work you performed.

MENTORING

Ideally, when starting a new job, making a friend that can help you settle in and learn your new responsibilities is a good idea. Finding someone to serve as a mentor for you is one way to do this.

What does a mentor do?

Mentors provide young adults with career-enhancing functions, such as sponsorship, coaching, facilitating exposure and visibility, and offering challenging work or protection, all of which help the younger person establish a role in the organization, learn the ropes and prepare for advancement.

Benefits of a mentoring relationship can include:

A. Role modeling
B. Counseling
C. Friendship
D. Confirmation of work activities

All of these items can be a big help to young adults in developing a sense of professional identity and competence. Recognize that it won't happen in all cases or for everyone. But, be aware it is an option you can aim to obtain. Given that an internship is only 10 to 11 weeks in duration, selecting one person to really learn the workings of your Career Development field from can be a great investment in time.

The benefits listed above then provide you as the intern or as a potential protege with professional and personal affirmation and advisement.

A supervisor or mentor also benefits through being able to teach, nurture, and assist in the development of another's talents.

Why not give it a try.

TRANSCRIPT NOTATION

After you return to campus following your work experience, the program requires a "debriefing" session. The purpose of the debriefing session is four-fold:

1. Collection of all your papers (journal entries and final evaluative paper);

2. To give you an opportunity to share your work experience;

3. Completion of your transcript notation form;

4. To gather your feedback on the co-op and internship program.

Special Note: All paperwork must be completed by the end of the quarter following a work experience in order to receive a transcript notation.

There are more than more than eighty-five transcript notation choices, grouped in six general categories. The choices are as follows:

GENERIC DESCRIPTORS

CDI 10 Career Internship	0.00 CR

MAJOR/MINOR FIELD OF STUDY DESCRIPTORS

CDI 13 Intern:Anthropology	0.00 CR
CDI 14 Internship:Art	0.00 CR
CDI 15 Internship:Art Hist	0.00 CR
CDI 16 Internship:Biology	0.00 CR
CDI 17 Internship:Chemistry	0.00 CR
CDI 18 Intern:Computer Sci	0.00 CR
CDI 19 Internship:Econ/Bus	0.00 CR
CDI 20 Internship:Education	0.00 CR
CDI 21 Internship:English	0.00 CR
CDI 22 Internship:French	0.00 CR
CDI 23 Internship:German	0.00 CR
CDI 24 Intern:Health Science	0.00 CR
CDI 25 Internship:History	0.00 CR
CDI 26 Intern:Mathematics	0.00 CR
CDI 27 Internship:Music	0.00 CR
CDI 28 Intern:Music Educ	0.00 CR
CDI 29 Intern:Philosophy	0.00 CR
CDI 30 Intern:Physical Educ	0.00 CR

CDI 31 Internship:Physics	0.00 CR
CDI 32 Intern:Political Sci	0.00 CR
CDI 33 Intern:Psychology	0.00 CR
CDI 34 Internship:Religion	0.00 CR
CDI 35 Internship:Spanish	0.00 CR
CDI 36 Intern:Sociology	0.00 CR
CDI 37 Intern:Theatre Arts	0.00 CR

CONCENTRATION DESCRIPTORS

CDI 38 Internatl Commerce	0.00 CR
CDI 39 Intern:Public Policy	0.00 CR
CDI 40 Intern:Amer. Studies	0.00 CR

GEOGRAPHIC DESCRIPTORS

CDI 42 Internship:Foreign	0.00 CR
CDI 43 Intern:New York City	0.00 CR
CDI 44 Intern:Washington, DC	0.00 CR

SPECIFIC EMPLOYER DESCRIPTORS

CDI 47 Intern:Bronson Hosp	0.00 CR
CDI 48 Cincinnati Genrl Hosp	0.00 CR
CDI 49 Intern:Dept of State	0.00 CR
CDI 50 General Motors Corp	0.00 CR
CDI 51 General Motors Inst	0.00 CR
CDI 52 Intern:Holland Sent	0.00 CR
CDI 53 Library of Congress	0.00 CR
CDI 54 Internship:N.I.H.	0.00 CR
CDI 55 Internship:Upjohn Co	0.00 CR
CDI 56 Naval Research Lab	0.00 CR

AREA OF ACTIVITY DESCRIPTORS

CDI 58 Intern:Accounting	0.00 CR
CDI 59 Intern:Actuarial Sci	0.00 CR
CDI 60 Intern:Advertising	0.00 CR
CDI 61 Intern:Architecture	0.00 CR
CDI 62 Internship:Archives	0.00 CR
CDI 63 Intern:Arts Managmt	0.00 CR
CDI 64 Internship:Banking	0.00 CR
CDI 65 Intern:Biochemistry	0.00 CR
CDI 67 Intern:Communications	0.00 CR
CDI 68 Congressional Intern	0.00 CR
CDI 69 Intern:Dental Science	0.00 CR
CDI 70 Intern:Engineering	0.00 CR
CDI 72 Internship:Film	0.00 CR
CDI 73 Intern:Government	0.00 CR
CDI 74 Intern:Govt Liasion	0.00 CR
CDI 75 Intern:Human Resources	0.00 CR
CDI 76 Intern:Journalism	0.00 CR
CDI 77 Internship:Law	0.00 CR

CDI 78 Intern:Library Sci	0.00 CR
CDI 79 Intern:Marine Bio	0.00 CR
CDI 80 Intern:Marketing	0.00 CR
CDI 81 Med Research	0.00 CR
CDI 82 Internship:Medicine	0.00 CR
CDI 83 Intern:Museum Managmt	0.00 CR
CDI 84 Intern:Outdoor Educ	0.00 CR
CDI 85 Intern:Performing Arts	0.00 CR
CDI 86 Intern:Photography	0.00 CR
CDI 87 Intern:Phys Therapy	0.00 CR
CDI 88 Intern:Pub. Relations	0.00 CR
CDI 89 Intern:Publishing	0.00 CR
CDI 90 Intern:Res Trtmt Ctr	0.00 CR
CDI 91 Intern:Social Work	0.00 CR
CDI 92 Intern:Veterinary Sci	0.00 CR
CDI 93 Intern:Women's Studies	0.00 CR
CDI 94 Internship:Zoo	0.00 CR
CDI 95 Internship:Hospital	0.00 CR
CDI 96 Intern:Public Int Grp	0.00 CR
CDI 97 Intern:Management	0.00 CR

THIS KID IS AFTER YOUR JOB.

There's no stopping him.

The rising costs of a college education certainly didn't. Neither did the cuts in financial aid.

He's part of a nationwide program called Cooperative Education. It allows students to alternate studies at the college of their choice with paid, practical work experience in the field of their choice.

The Co-op Education program not only gives students a chance to earn money and pick up the most valuable kind of knowledge, it gives employers a chance to pick up the most valuable kind of employee.

If you'd like more information about how your company can participate in the Co-op Education program, write to us at the address below. You already know this much: Anyone in the program has to be dedicated, ambitious, self-reliant and hard-working. A lot like you.

Co-op Education.

You earn a future when you earn a degree.

Ad Council **Write:** Co-op Education • P.O. Box 775E • Boston, MA 02115

A Public Service of This Publication © 1987 National Commission for Cooperative Education